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ABSTRACT

In 1987, the administration of North Carolina Competency Tests to public school sophomores resulted in 94.4% passing the reading test and 90.6% passing the mathematics test. Rates were similar to rates for the 1986 sophomores, but were higher than rates for juniors in the 1978-1983 period. The 1987 passing rate in mathematics was lower than for 1984-1986, but higher than in the 1978-1983 period. Extensive comparative tabulations revealed that academically gifted students consistently had higher passing rates. For the non-exceptional students, 96.5%, 92.9%, 91.5% and 92.6% passed the reading, mathematics, writing objectives, and writing tests, respectively. Most dramatic improvements were in reading and mathematics scores among Black and American Indian students. Reading rate improvement of over 13 percentage points was observed for Black students during the 1978-1987 period. Although higher than from 1978-1983, the percentage of American Indian students passing reading and mathematics were lower in 1987 than in the three previous test administrations. With the second administration of the writing test, 88.7% of the group passed the writing objective test and 91.0% passed the writing essay test, both at rates higher than in 1986. Students with handicapping conditions scored lower on average than the non-handicapped students. (Author/RR)

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Update on Student Performance

in Reading, Mathematics, and Writing

1987

North Carolina Competency Test Program

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RESEARCH AND TESTING SERVICES
RALEIGH 27603-1712

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ACKNOWLEDGEMENTS

The North Carolina Competency Testing Program in reading, mathematics, and writing has been administered in all public schools in the state to tenth-grade students and eleventh-grade students who had not previously passed. Reading and mathematics tests were also administered to twelfth-grade students who had not previously passed.

Many individuals have worked to insure the success of the North Carolina Competency Testing Program. Among those instrumental in its planning and execution are members of the North Carolina Testing Commission and the State Board of Education, and personnel in the local education agencies and in the eight regional education centers. The assistance of the North Carolina School for the Deaf, the Governor Morehead School, the State Department of Human Resources, and Media and Technology Services of the State Department of Public Instruction is gratefully acknowledged.

Special appreciation goes to staff members of the following divisions of the State Department of Public Instruction who coordinated both the competency testing and the remediation programs: the Division of Mathematics, the Division of Communication Skills, the Division for Exceptional Children, and the Research and Testing Services Area.

A. Craig Phillips
State Superintendent
North Carolina Department of
Public Instruction

William J. Brown, Jr.
Assistant State Superintendent
Research and Testing Services
North Carolina Department of
Public Instruction

ABSTRACT

At the 1987 administration of the Competency Tests, 94.4 percent of the North Carolina public school sophomores (Class of 1989) who took the tests for the first time passed the reading test and 90.6 percent passed the mathematics test. The 1987 passing rate in reading was about the same as the passing rate for sophomores in 1986, and higher than the rates for juniors during the 1978-1983 period. The 1987 passing rate in mathematics was lower than the rates for the 1984-1986 period and higher than the rates for the 1978-1983 period.

Of non-exceptional sophomores, 96.5 percent passed the reading test and 92.9 percent passed the mathematics test in the 1987 administration. Approximately 99.7 percent of academically gifted students passed the reading test and 99.6 percent passed the mathematics test. Handicapped sophomores scored lower on the average than non-handicapped sophomores.

Historically, the most dramatic improvement on the reading and mathematics tests has occurred among black and American Indian students. The reading passing rate for black students improved more than 13 percentage points during the 1978-1987 period. The 1987 mathematics passing rate for black students was lower than in 1986 and 1984, and higher than in 1985 and the 1978-83 period. Although higher than the rates for 1978 through 1983, the percentages of American Indian students passing reading and mathematics were lower in 1987 than in the previous three test administrations.

In the second administration of the Competency Tests in writing, 88.7 percent of public school sophomores passed the writing objective test and 91.0 percent passed the writing essay test. The passing rate on the writing objective test was about 1.3 percentage points higher than the passing rate in 1986; the passing rate on the writing essay test was more than 3 percentage points higher than in 1986. The passing rates for all ethnic groups were higher in 1987 than in 1986.

Among non-exceptional students, 91.5 percent passed the objective test and 92.6 percent passed the essay test. Both of these passing rates are higher than the rates for 1986. Academically gifted students had the highest passing rates for both tests. Students with handicapping conditions scored lower on the average than non-handicapped sophomores.

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UPDATE ON STUDENT PERFORMANCE IN READING, MATHEMATICS, AND WRITING

Introduction

From 1978 to 1985, the North Carolina Competency Tests in reading and mathematics were administered to eleventh-grade students in public schools, federal schools, some nonpublic schools, and special schools across the state. In 1986, the testing program was administered to tenth-grade students and was expanded to include two writing tests: a writing objective test and a writing essay test.

The legislation creating the Competency Testing Program provides (1) that the Competency Tests be administered to students in North Carolina as a requirement for graduation; (2) that students who fail the tests be provided remediation; and (3) that students who fail one or more of the Competency Tests be retested. Special funds have been allocated to provide remediation to students who fail the tests or who are at risk of failing the tests. An important function of the Competency Testing Program is to provide diagnostic information for individual students so that appropriate remediation can be offered.

Students who are handicapped may qualify for modifications of the Competency Tests. Braille, large print, audio-cassette, or sign language (video cassette) versions of the tests are available. Handicapped students may mark in the test booklets or give verbal answers if the handicapping condition henders marking on separate answer sheets. Handicapped students may qualify to take the tests in short time allotments over a period of several days. Students whose handicap prevents them from taking the tests may be excluded from the test administration; excluded students are not, however, eligible to receive high school diplomas.

This report presents results of the 1987 testing of public school students in North Carolina. Results for students taking the tests for the first time during the 1978-1986 period are included for comparison.

Summary statistics for extended day, federal, and special schools and community colleges may be obtained from the individual schools or from the Research and Testing Services, North Carolina State Department of Public Instruction; information about the performance of nonpublic schools may be obtained from the office of Nonpublic Education, Office of the Governor of North Carolina.

The Reading and Mathematics Tests

Results for Sophomores Taking the Tests for the First Time

Table 1 presents summary results for sophomores who took the Competency Tests for the first time in February, 1987. Of the 79,312 sophomores tested in reading, 94.4 percent passed. Of the 79,312 sophomores tested in mathematics, 90.6 percent passed. Table 1 also shows the average percentages of correctly answered items for each learning objective.

Table 2 presents passing rates for the 1987 sophomore testing and, for comparison, rates for junior or sophomore first-time test-takers during the 1978-1986 period. The percentage of sophomores passing the reading test this year is about the same as the percentage of sophomores passing in 1986. The passing rate in mathematics is 2.3 percentage points lower than the rate for 1986. While the passing rates in reading and mathematics have improved since the initial administration in 1978, the passing rate in mathematics declined to its lowest point since 1983 (see Figure 1).

Percentages of black and American Indian students passing the tests have been lower than percentages for white students in every test administration since 1978; however, these groups have shown dramatic improvement over the period. In reading, the 1987 passing rate for black students was over 13 percentage points higher than in 1978 and was higher than in any year except 1984. The 1987 mathematics passing rate for black students was lower than in 1986 and 1984, and higher than in 1985 and the 1978-83 period. Although higher than the rates for 1978 through 1983, the percentages of American Indian students passing reading and mathematics were lower in 1987 than in the previous three test administrations.

Passing rates vary widely across subgroups of handicapped students for every year for which data are available (see Table 2). For example, in the 1987 administration of the mathematics test, only 15.0 percent of the educable mentally handicapped sophomores passed while 76.5 percent of the visually impaired passed.

Passing rates for non-exceptional sophomores were 96.5 for the reading test and 92.9 percent for the mathematics test. Among academically gifted students, 99.7 percent passed the reading test and 99.6 percent passed the mathematics test. Combining all non-handicapped students, 96.7 percent passed reading and 93.3 percent passed mathematics.

TABLE 1

SUMMARY OF READING AND MATHEMATICS COMPETENCY TEST RESULTS FOR SOPHOMORES TAKING THE TESTS FOR THE FIRST TIME IN 1987

North Carolina Competency Test Program

STATE REPORT

REGULAR PUBLIC

FEB 1987

		NUMBER TESTED READ	NUMBER TESTED MATH	READING COMPETENCY OBJECTIVES										MATHEMATICS COMPETENCY OBJECTIVES										PERCENT PASSING	
				R1. Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimations	M11. Basic Processes	Reading	Mathematics
TOTAL GROUP TESTED																									
FIRST TIME SOPHOM.	STATE	79312	79312	89	98	92	92	91	89	84	94	91	90	95	82	88	78	88	82	79	77	76	83	74	94.4	90.6
FAILED READING OR MATH																									
FAILED READING	STATE	4463		59	76	60	61	63	57	44	67	60	54												0.0	
FAILED MATH	STATE		7451											84	46	60	35	57	49	48	48	24	52	34		0.0
SEX																									
MALE	STATE	39285	39277	89	95	91	90	89	88	84	93	90	90	95	80	87	75	87	82	79	78	75	84	74	92.7	89.0
FEMALE	STATE	40007	40015	90	98	94	93	92	90	84	94	92	89	96	84	90	77	89	82	79	77	76	82	73	96.0	92.1

TABLE 1, continued

North Carolina Competency Test Program

STATE REPORT

REGULAR PUBLIC

FEB 1987

		NUMBER TESTED READ	NUMBER TESTED MATH	READING COMPETENCY OBJECTIVES										MATHEMATICS COMPETENCY OBJECTIVES										PERCENT PASSING	
				R1. Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimations	M11. Basic Processes	Reading	Mathematics
ETHNIC GROUP																									
AMERICAN INDIAN	STATE	1106	1111	84	93	89	89	86	85	78	90	88	86	95	78	84	72	85	77	72	72	69	78	66	88.3	84.6
BLACK	STATE	22176	22170	83	93	88	88	85	83	76	90	88	82	94	77	84	69	82	73	71	68	65	75	62	88.3	82.2
WHITE	STATE	55164	55167	92	97	94	94	93	92	88	95	93	93	98	84	90	78	90	85	82	81	80	87	78	97.0	94.1
OTHER	STATE	770	769	87	93	90	90	88	88	83	92	90	90	98	87	91	83	90	85	86	81	82	88	80	88.2	91.9
EXCEPTIONAL CLASSIFICATION																									
NONE	STATE	67563	67599	90	96	93	93	91	90	85	94	92	90	96	83	89	77	89	83	79	78	77	84	74	96.5	92.9
ACADEMIC GIFTED	STATE	4024	4023	98	99	98	98	98	97	96	99	97	98	98	97	97	88	97	96	97	93	95	97	95	99.7	99.6
MULTI-HANDICAP	STATE	45	46	62	78	68	69	68	60	57	68	62	65	79	50	60	47	60	57	49	55	43	61	48	46.7	41.3
HEARING IMPAIRED	STATE	58	58	75	85	80	84	80	77	72	88	85	79	94	74	87	72	75	70	67	70	59	70	59	72.4	75.9

TABLE 1, continued

North Carolina Competency Test Program

STATE REPORT

REGULAR PUBLIC

FEB 1987

		NUMBER TESTED READ	NUMBER TESTED MATH	READING COMPETENCY OBJECTIVES										MATHEMATICS COMPETENCY OBJECTIVES										PERCENT PASSING Reading	PERCENT PASSING Mathematics
				R1. Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimations	M11. Basic Processes		
VISUALLY IMPAIRED	STATE	37	34	87	94	89	86	88	83	77	86	83	82	93	78	80	76	80	76	75	70	68	77	68	83.8	76.5
SPEECH/ LANGUAGE IMPAIRD	STATE	32	33	76	90	81	81	81	74	67	83	79	77	90	58	73	58	74	63	64	68	53	68	52	68.8	63.6
EMOTIONL HANDICAP	STATE	246	243	76	86	77	76	78	72	63	81	77	74	85	52	64	45	64	58	58	57	43	60	44	60.6	41.6
ORTHOPED HANDICAP	STATE	22	21	78	88	80	78	81	75	67	85	81	73	87	69	74	65	76	66	68	62	67	76	57	68.2	66.7
SPECIFIC LEARNING DISABIL	STATE	2515	2501	72	87	77	77	77	74	68	82	79	76	89	58	73	53	70	62	60	61	46	64	48	66.5	53.9
OTHER HEALTH IMPAIR.	STATE	0	0																							
EDUCABLE MENTALLY HANDIC.	STATE	1146	1133	54	70	58	58	59	52	41	65	59	48	74	39	49	36	49	39	43	42	26	45	31	17.5	15.0
NOT CODED	STATE	3576	3573	91	96	93	93	91	90	85	95	92	91	96	84	90	78	89	83	80	79	78	84	75	95.8	91.9

TABLE 2

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1987

PERCENTAGE OF FIRST-TIME STUDENTS PASSING READING

GROUP	1978	1979	1980	1981	1982	1983	1984	1985	1986
State	90.0	92.0	92.5	91.9	92.8	92.8	95.2	94.4	94.5
Ethnic Group									
American Indian	79.0	85.0	86.3	85.5	87.5	86.1	92.7	89.5	90.0
Black	75.0	79.0	81.1	80.2	83.2	82.8	89.0	86.6	88.0
White	96.0	97.0	97.4	97.1	97.2	97.1	97.9	97.6	97.2
Other	87.0	89.0	87.7	77.9	83.6	83.2	85.0	85.9	87.6
Parent Education									
8th Grade or Less	68.0	70.0	74.0	69.4	73.0	71.9	*	*	*
8th - 11th Grade	83.0	84.0	84.5	83.5	84.9	83.6	*	*	*
High School Graduate	93.0	94.0	94.3	93.6	94.2	93.8	*	*	*
More Than High School	98.0	98.0	98.4	98.2	98.4	98.2	*	*	*
Handicap									
No Handicap	**	94.0	94.9	94.8	95.8	95.9	97.6	96.7	97.1
Multihandicapped	**	40.0	43.6	42.0	42.3	42.3	52.0	34.1	26.9
Mentally Handicapped	**	17.0	18.7	17.6	19.9	18.3	27.8	20.9	20.4
Hearing Impaired	**	82.0	82.1	66.7	66.1	63.0	69.1	81.5	74.2
Visually Impaired	**	87.0	91.1	88.7	82.7	87.0	97.3	81.4	75.0
Learning Disabilities	**	66.0	69.7	64.4	67.6	65.7	72.2	69.8	66.5
Other Handicap	**	76.0	72.7	62.4	62.6	62.0	65.6	61.1	64.0

PERCENTAGE OF FIRST-TIME STUDENTS PASSING MATHEMATICS

GROUP	1978	1979	1980	1981	1982	1983	1984	1985	1986
State	85.0	89.0	89.4	89.4	90.0	89.9	93.8	91.5	92.9
Ethnic Group									
American Indian	72.0	79.0	79.4	78.1	83.1	80.8	90.9	88.0	90.0
Black	66.0	73.0	75.6	76.4	78.5	78.0	86.5	81.8	85.1
White	93.0	95.0	95.2	95.2	95.1	94.9	96.8	95.3	96.0
Other	87.0	93.0	94.0	91.4	91.2	92.1	91.3	90.8	91.9
Parent Education									
8th Grade or Less	60.0	67.0	68.8	67.6	69.9	68.2	*	*	*
8th - 11th Grade	76.0	79.0	80.4	80.2	81.0	79.8	*	*	*
High School Graduate	88.0	91.0	90.8	90.8	91.0	90.3	*	*	*
More Than High School	96.0	96.0	96.8	96.7	96.8	96.5	*	*	*
Handicap									
No Handicap	**	91.0	91.8	92.4	93.2	93.1	96.4	94.1	95.6
Multihandicapped	**	39.0	42.1	40.0	34.6	42.0	32.7	33.3	34.6
Mentally Handicapped	**	11.0	14.1	14.1	17.1	15.5	23.2	19.0	17.7
Hearing Impaired	**	79.0	80.0	82.6	77.0	75.9	72.7	76.9	75.8
Visually Impaired	**	87.0	87.3	88.9	80.8	81.2	94.6	84.7	70.6
Learning Disabilities	**	59.0	61.5	57.9	59.3	59.0	66.6	60.1	62.2
Other Handicap	**	68.0	67.7	67.6	58.2	49.6	58.3	51.9	52.2

Note. For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986 and 1987, students took the tests for the first time in the spring of their sophomore year.
*Not collected in these years. ** Not reported in 1978.

TABLE 2, continued

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1987

PERCENTAGE OF FIRST-TIME STUDENTS PASSING READING

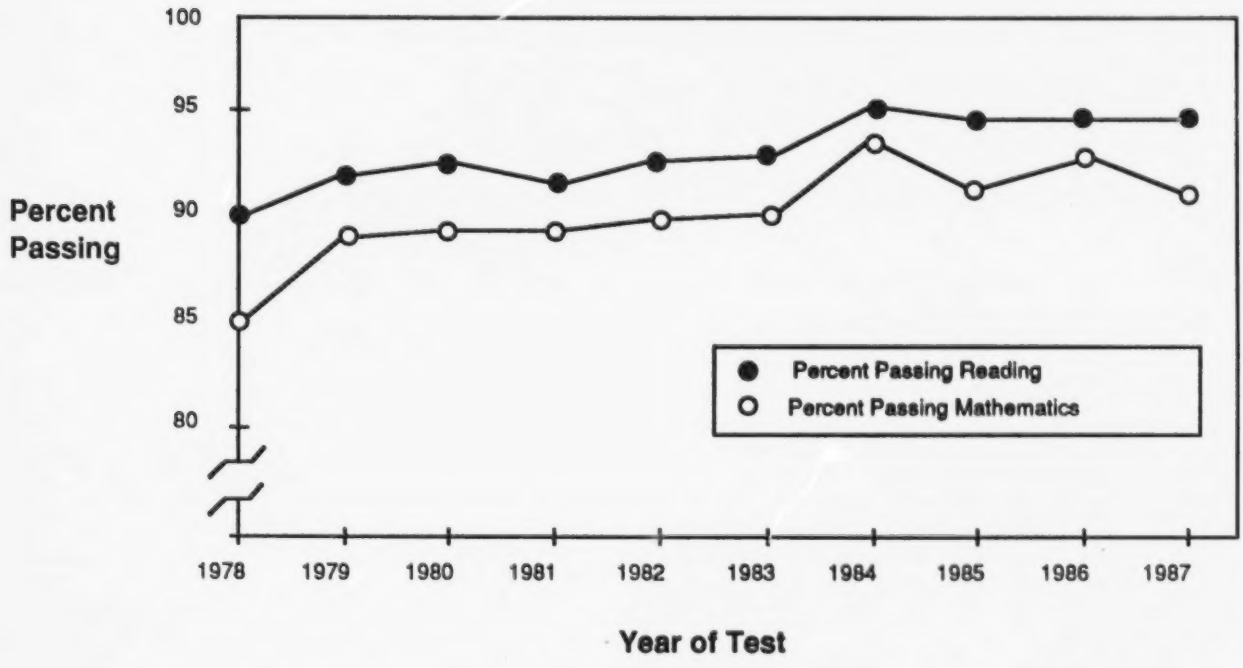
GROUP	1987
State	94.4
Ethnic Group	
American Indian	88.3
Black	88.3
White	97.0
Other	88.2
Handicap	
Non-Handicapped	96.7
Handicapped	52.5
Exceptional Classification	
None	96.5
Academically Gifted	99.7
Multihandicapped	46.7
Hearing Impaired	72.4
Visually Impaired	83.8
Speech/Language Impaired	68.8
Emotionally Handicapped	60.6
Orthopedically Impaired	68.2
Learning Disabled	66.5
Educable Mentally Handicapped	17.5

PERCENTAGE OF FIRST-TIME STUDENTS PASSING MATHEMATICS

GROUP	1987
State	90.6
Ethnic Group	
American Indian	84.6
Black	82.2
White	94.1
Other	91.9
Handicap	
Non-Handicapped	93.3
Handicapped	42.8
Exceptional Classification	
None	92.9
Academically Gifted	99.6
Multihandicapped	41.3
Hearing Impaired	75.9
Visually Impaired	76.5
Speech/Language Impaired	63.6
Emotionally Handicapped	41.6
Orthopedically Impaired	66.7
Learning Disabled	53.9
Educable Mentally Handicapped	15.0

FIGURE 1

PERCENTAGE OF FIRST-TIME STUDENTS PASSING THE NC COMPETENCY TESTS IN READING AND MATHEMATICS 1978-1987



NOTE: For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986 and 1987, students took the tests for the first time in the spring of their sophomore year.

Results for Juniors and Seniors

At the 1987 administration of the Competency Tests, 6,546 juniors took the reading test and 7,328 juniors took the mathematics test. Table 3 presents results for these students. Approximately 72.6 percent passed the reading test and 68.4 percent passed the mathematics test. Passing rates for juniors taking the tests for the first time were about 35 points higher than rates for juniors who had taken and failed the tests in a previous administration.

At the 1987 administration, 2,891 seniors took the reading competency test and 3,180 seniors took the mathematics test. Passing rates for seniors taking the tests for the first time were considerably higher than those for seniors who had taken and failed the tests in previous administrations. Of the seniors who had taken the tests before, 49.9 percent passed the reading test and 49.8 percent passed the mathematics test.

Achievement on the Reading and Mathematics Tests

A minimum score of 87 (72.5 percent correct) is required to pass the 120-item reading test. A minimum score of 77 (64.2 percent correct) is required to pass the 120-item mathematics test. Over 87 percent of all North Carolina regular public school students, including juniors and seniors retaking the tests, scored above these points. Table 4 provides distributional information on student performance. More than 16 percent of all public school students taking the reading test scored at least 118 on the 120-item reading test; and, more than 51 percent scored at least 110. Almost 25 percent of public school students taking the 120-item mathematics test scored at least 115.

Table 4 also shows the numbers and percentages of all regular public school students who failed the tests by only a few points. Less than 3.2 percent of the students taking the tests (and less than 25.7 percent of the students who failed) were within 5 points of passing either the reading or mathematics test.

Performance by Objective and Application Category

One purpose of the North Carolina Competency Testing Program is to diagnose weaknesses in basic skill areas so that students may be remediated. Table 5 shows the average percentage correct obtained by all regular public school students within each reading and mathematics objective and application category. The second column contains the averages of the percentage correct obtained by students who failed either the reading or the mathematics test.

Over all students tested, the performance was weakest on the reading objective 'comparing and contrasting information', and on the 'street map' and 'newspaper interpretation' applications. The weakest mathematics objective was 'basic processes', and the weakest applications were 'geometric area', 'utility bill', and 'purchasing a personal service/product'.

Students who failed the tests often scored lowest within the same skill areas that were lowest for all students tested. The average performance of failing students, however, was substantially lower on these objectives and applications than was the average performance of all students.

TABLE 3

THE NC COMPETENCY TESTS
READING AND MATHEMATICS RESULTS FOR
JUNIORS AND SENIORS TESTED IN 1987

GROUP*	READING		MATHEMATICS	
	Number Tested	Percentage Passing	Number Tested	Percentage Passing
All Juniors	6,546	72.6	7,328	68.4
Tested Before				
No	2,783	93.1	2,771	90.0
Yes	3,725	57.3	4,513	55.0
All Seniors	2,891	72.7	3,180	70.0
Tested Before				
No	1,395	96.1	1,403	94.5
Yes	1,454	49.9	1,734	49.8

*Does not include students in the Extended Day Program

TABLE 4

STATEWIDE FREQUENCY DISTRIBUTION
READING AND MATHEMATICS TESTS
ALL REGULAR PUBLIC SCHOOL STUDENTS*

	READING Minimum Passing Score = 87					MATHEMATICS Minimum Passing Score = 77			
Equated Score**	Number	Percent	Cumulative Number	Cumulative Percent	Equated Score**	Number	Percent	Cumulative Number	Cumulative Percent
120	2711	2.9	92774	100.0	120	868	0.9	93985	100.0
119	5576	6.0	90063	97.1	119	1843	2.0	93117	99.1
118	7203	7.8	84487	91.1	118	2544	2.7	91274	97.1
117					117	5938	6.3	88730	94.4
116					116	8822	9.4	82792	88.1
115	7585	8.2	77284	83.3	115	2712	2.9	73970	78.7
114					114	5184	5.5	71258	75.8
113	7162	7.7	69699	75.1	113				
112	6763	7.3	62537	67.4	112				
111	5817	6.3	55774	60.1	111	2559	2.7	66074	70.3
110	5073	5.5	49957	53.8	110	2390	2.5	63515	67.6
109	4487	4.8	44884	48.4	109	2317	2.5	61125	65.0
108					108	2309	2.5	58808	62.6
107	3900	4.2	40397	43.5	107				
106					106	2276	2.4	56499	60.1
105	3557	3.8	36497	39.3	105				
104	3052	3.3	32940	35.5	104	2141	2.3	54223	57.7
103	2697	2.9	29888	32.2	103	2088	2.2	52082	55.4
102	2381	2.6	27191	29.3	102	2056	2.2	49994	53.2
101					101	3896	4.1	47938	51.0
100	2082	2.2	24810	26.7	100	1871	2.0	44042	46.9
99	1897	2.0	22728	24.5	99	1853	2.0	42171	44.9
98	1666	1.8	20831	22.5	98	1862	2.0	40318	42.9
97	1455	1.6	19165	20.7	97	1759	1.9	38456	40.9
96	1341	1.4	17710	19.1	96	1707	1.8	36697	39.0
95	2306	2.5	16369	17.6	95	1647	1.8	34990	37.2
94	985	1.1	14063	15.2	94	3089	3.3	33343	35.5
93	922	1.0	13078	14.1	93	1508	1.6	30254	32.2
92	818	0.9	12156	13.1	92				
91	725	0.8	11338	12.2	91	1396	1.5	28746	30.6
90	1317	1.4	10613	11.4	90	1310	1.4	27350	29.1
89	629	0.7	9296	10.0	89	1256	1.3	26040	27.7
88	559	0.6	8667	9.3	88	1235	1.3	24784	26.4
87	464	0.5	8108	8.7	87	1200	1.3	23549	25.1
86	455	0.5	7644	8.2	86	1187	1.3	22349	23.8
85	413	0.4	7189	7.7	85	1103	1.2	21162	22.5
84	378	0.4	6776	7.3	84	2058	2.2	20059	21.3
83	362	0.4	6398	6.9	83	1827	1.9	18001	19.2
82	314	0.3	6036	6.5	82	870	0.9	16174	17.2
81					81	805	0.9	15304	16.3
80	647	0.7	5722	6.2	80	818	0.9	14499	15.4
79	559	0.6	5075	5.5	79	731	0.8	13681	14.6
78	261	0.3	4516	4.9	78	728	0.8	12950	13.8
77	422	0.5	4255	4.6	77	632	0.7	12222	13.0
76	199	0.2	3833	4.1	76	639	0.7	11590	12.3
75	340	0.4	3634	3.9	75	640	0.7	10951	11.7
74	181	0.2	3294	3.6	74	573	0.6	10311	11.0
73	157	0.2	3113	3.4	73				
72	149	0.2	2956	3.2	72	1126	1.2	9738	10.4
71	271	0.3	2807	3.0	71	501	0.5	8612	9.2
70	112	0.1	2536	2.7	70	464	0.5	8111	8.6
69	227	0.2	2424	2.6	69	883	0.9	7647	8.1
2-68	2197	2.4	2197	2.4	2-68	6764	7.2	6764	7.2

*This table includes sophomores, juniors, and seniors taking the tests. Totals will not equal totals in tables which include only first-time sophomores.

**Scores are equated to Edition A.

TABLE 5
READING, MATHEMATICS, AND WRITING OBJECTIVES AND APPLICATIONS SUMMARY ALL REGULAR PUBLIC SCHOOL STUDENTS

STATE OBJECTIVES AND APPLICATIONS SUMMARY REPORT - FEB 1987 - NORTH CAROLINA COMPETENCY TEST

REGULAR PUBLIC
EDITION D

READING, MATHEMATICS, AND WRITING COMPETENCY OBJECTIVES		AVERAGES OF THE PERCENT CORRECT FOR COMPETENCY OBJECTIVES AND APPLICATIONS CATEGORY SCORES FOR ALL STUDENTS TESTED IN ONE OR MORE TESTS READING, MATH, WRITING IN THE STATE	AVERAGES OF THE PERCENT CORRECT FOR COMPETENCY OBJECTIVES AND APPLICATIONS CATEGORY SCORES FOR STUDENTS FAILING ONE OR MORE TESTS READING, MATH, WRITING IN THE STATE
READING COMPETENCY OBJECTIVES--	WORD KNOWLEDGE/CONTEXT/ABBREVIATIONS -	88.2	56.7
	FOLLOWING DIRECTIONS -	94.9	74.0
	MAIN IDEA, RELATED DETAIL -	91.3	59.0
	CLASSIFYING INFORMATION -	90.7	60.2
	DRAWING INFERENCES -	89.4	60.9
	DRAWING CONCLUSIONS -	87.9	55.4
	COMPARING AND CONTRASTING INFORMATION -	82.9	43.5
	ORGANIZING INFORMATION -	92.6	66.2
	LOCATING AND APPLYING INFORMATION -	90.2	60.1
	INTERPRETING MAPS, CHARTS, PICTURES -	88.3	52.6
MATHEMATICS COMPETENCY OBJECTIVES--	WHOLE NUMBERS -	94.7	82.2
	FRACTIONS -	80.2	43.7
	DECIMALS -	86.8	58.1
	PERCENTS -	74.8	35.0
	MONEY PROBLEMS -	87.2	55.7
	MEASUREMENT -	80.3	47.5
	GEOMETRIC IDEAS -	77.5	47.9
	SOLVING PROBLEMS USING MAPS,TABLES,CHARTS -	76.0	47.1
	PROBABILITY AND STATISTICS -	73.5	23.5
	ESTIMATIONS -	81.8	51.5
	BASIC PROCESSES -	71.6	33.3
WRITING COMPETENCY OBJECTIVES--	TAKING A MESSAGE -	92.1	77.8
	CAPITALIZATION -	95.4	82.1
	PUNCTUATION -	82.1	54.3
	SENTENCE STRUCTURE -	84.7	55.1
	WORD USAGE -	84.0	52.1
	FORMS -	82.6	62.9
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK READING		92774	7644
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK MATHEMATICS		93985	11590
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK WRITING OBJECTIVE TEST		94385	14353
NUMBER OF STUDENTS IN EACH GROUP THAT TOOK WRITING ESSAY TEST		92973	9698

TABLE 5, continued

STATE OBJECTIVES AND APPLICATIONS SUMMARY REPORT - FEB 1987 - NORTH CAROLINA COMPETENCY TEST

REGULAR PUBLIC EDITION D

READING, MATHEMATICS, AND WRITING CATEGORIES			AVERAGES OF THE PERCENT CORRECT FOR COMPETENCY OBJECTIVES AND APPLICATIONS CATEGOR SCORES FOR ALL STUDENTS TESTED IN ONE OR MORE TESTS READING, MATH, WRITING IN THE STATE	FOR STUDENTS FAILING ONE OR MORE TESTS READING, MATH, WRITING IN THE STATE
READING APPLICATION CATEGORIES--	DIRECTORIES/INDEXES	TELEPHONE	93.1	60.5
		TV LISTING	94.7	65.8
		DICTIONARY PAGE	91.4	62.6
		CLASSIFIED AD	88.8	65.2
		STORE	89.1	51.7
	MAPS	HIGHWAY	93.2	67.6
		CITY	89.2	58.2
		STREET	82.9	43.5
	DIRECTIONS	MEDICINE LABEL	94.9	71.3
		HIGHWAY SIGNS	96.4	80.4
		RECIPE/OWNER'S MANUAL	93.8	68.4
	COMMUNICATION/INTERPRETATION	NEWSPAPER	82.4	44.1
		DRIVER'S LICENSE	97.1	82.4
		BUSINESS LETTER	93.6	53.2
		WARRANTIES	89.3	64.2
		UTILITY BILL	84.8	66.8
	CHARTS	TIME ZONES	86.4	47.4
		POPULATION DATA	86.2	53.2
		POSTAL RATES	92.5	55.4
	APPLICATION/FORMS	LIBRARY CARD	98.3	92.4
		AUTO LOAN	91.9	63.1
		EMPLOYMENT	94.5	74.6
		SOCIAL SECURITY CARD	94.4	73.0
		INCOME TAX	85.9	47.6
MATHEMATICS APPLICATION CATEGORIES--	COMPUTATION	WHOLE NUMBERS	94.7	82.2
		DECIMALS	86.8	58.1
		FRACTIONS/MIXED NUMBERS	80.2	43.7
		PERCENTS	74.8	35.0
	MEASUREMENT/GEOMETRY	RECIPE	83.3	43.4
		THERMOMETER	93.8	72.8
		BLUEPRINT	76.8	55.8
		CONCEPTS	90.8	68.3
		AREA	64.6	26.5
		PERIMETER	80.3	55.2
		TIME	84.4	51.3
	EMPLOYMENT RELATED	TIME CARD	71.2	33.9
		PAY STUB	77.7	38.5
		SALARY	88.9	55.4
	PURCHASING A SERVICE/PRODUCT	MENU	88.2	66.5
		PERSONAL	68.5	34.3
		THEATER TICKETS	83.7	54.0
	INSTALLMENTS/BILLS/RECEIPTS	CREDIT CARD	74.4	30.5
		GROCERY RECEIPT	90.5	72.8
		UTILITY	67.2	20.6
		RESTAURANT OR STORE	92.9	81.1
	TRAVEL	MAPS	75.4	41.8
		BUS SCHEDULE	78.5	45.2
	KEEPING RECORDS	INCOME TAX FORMS	70.7	45.9
		CHECKBOOK	87.7	58.0
		SALES	77.8	36.7
	STATISTICS	AVERAGES	79.6	28.7
WRITING OBJECTIVE CATEGORIES--	TAKING A MESSAGE	TELEPHONE MESSAGE	92.1	77.8
	CAPITALIZATION	FIRST WORD IN SENTENCE	97.6	89.0
		PROPER NOUNS	94.9	80.3
	PUNCTUATION	END PUNCTUATION	91.2	64.6
		PERIOD	89.4	65.5
		COMMA	80.9	52.3
		APOSTROPHE	72.1	41.7
	SENTENCE STRUCTURE	FRAGMENTS	90.6	62.8
		SUBJECT	77.5	52.0
		PREDICATE	85.8	50.5
	WORD USAGE	VERBS	88.4	69.2
		AGREEMENT	80.9	40.7
		NEGATIVES	84.3	50.3
	FORMS	APPLICATION FORM	90.3	71.7
		ENVELOPE	91.5	69.0
		BUSINESS LETTER	72.5	54.0

The Writing Objective and Writing Essay Tests

Background

The possibility of assessing writing as a third minimum competency skill was considered by the North Carolina Competency Test Commission (NCCTC) as early as 1977. Having successfully implemented competency tests in reading and mathematics, the NCCTC devoted its efforts to developing a test for writing. Beginning in 1978, the NCCTC conducted a series of meetings with special resource people (education specialists, teachers, supervisors, principals, and private citizens, including members of the business community) in order to identify minimum expectations associated with functional writing ability. Ultimately, it was determined that the measurement of writing competency would require the development of two separate tests: a writing objective test and a writing essay test. The actual work of test development, including the design of writing exercises, scoring procedures, and data analytic methods, and the pilot testing, began in 1980.

In 1984, eight writing prompts were field tested in a simulation of a statewide assessment. The following year the State Board of Education approved the recommendation of the NCCTC that two writing competency tests be added to the Competency Testing Program. The graduating class of 1988 will be the first class required to pass the writing tests in order to receive a diploma. In 1986, the writing tests were administered as part of the North Carolina Competency Testing Program to tenth-grade students.

The writing tests introduce two additional standards for graduation. The first of these standards, general proficiency in the areas of English writing mechanics, language usage, and in certain practical skill areas (such as the ability to complete a telephone message form and to address correctly a business envelope) is measured through an 84-item multiple choice writing objective test. A score of 63 (75 percent correct) on the objective test has been established as the minimum passing score.

The second standard is proficiency in the point-of-view mode of writing. This skill is measured through a writing essay test. Each student's essay is reviewed by a team of professional readers/scorers and is assigned a score of "pass" or "fail" according to four specific criteria. In order to receive a passing score, the student must (1) state a position, (2) provide at least two supporting reasons, (3) elaborate the two reasons with additional detail, and (4) write legibly. Each criterion defines a specific compositional skill considered fundamental to functional communication in a real world situation.

Scoring Writing Samples

Interest in the measurement of writing skill is not new in the field of education. The feeling has prevailed that the best way to judge a student's writing ability is to read actual writing samples. However, because of the difficulty in obtaining agreement between scorers, tests using actual writing samples have been unreliable.

Motivated by recent concern about the quality of writing among public school and college students, instructional and measurement specialists have researched and isolated the sources of unreliability in earlier writing tests. Through detailed specification of scoring criteria and careful training and monitoring of scorers, reliable writing tests are now available.

The scoring procedure used in a writing assessment program is influenced by the program's purpose. The purposes of the present assessment program as specified by the North Carolina Competency Test Commission are (1) to differentiate between students who do and who do not demonstrate competency in the point-of-view mode of writing and (2) to identify the particular deficiency for any student who does not demonstrate writing competency so that the student may

be remediated. If an essay meets all four of the criteria specified above, it receives a score of "pass". If the essay does not meet all the criteria, it receives a score of "fail" and also a statement of the particular criterion not met by the essay.

Readers are trained to disregard individual biases concerning the importance of particular characteristics of written composition. Papers illustrating various criteria are presented and discussed. Only readers scoring trial papers with a high degree of accuracy are accepted as scorers for the actual test.

Before scoring begins, student and school identification information is separated from each composition. Each essay is scored independently by two readers who are expected to assign the same score in almost all cases. Any essay receiving discrepant pass/fail scores is rescored by a specially trained team leader. Agreement between readers and consistent adherence to the scoring criteria are monitored throughout the scoring session.

Strict security is observed during the scoring process. Each reader signs a confidentiality statement and wears an identification badge while in the scoring area. All scoring materials remain in the scoring rooms. Security personnel monitor compliance with security guidelines.

The Writing Task

The North Carolina Competency Writing Essay Test requires each student to write a point-of-view essay. Point-of-view essays must include sufficient and clearly stated elaboration so that the position taken is meaningfully communicated. Specifically, the following criteria must be met:

- The writer must identify the subject matter and take a dominant position.
- The writer must provide at least two distinct reasons for taking the position.
- The writer must extend (clarify) at least two reasons by providing additional supporting detail.
- The writer must write legibly in English.

Essays are written in response to a prompt such as the following:

STATEMENT A: Students should be required to attend school until age sixteen.

STATEMENT B: Students should not be required to attend school until age sixteen.

Students are directed to read the statements, to choose <u>one</u> of the statements as their position, and to write an essay in which they state their position, give <u>two</u> or more different, clear reasons in support of their position, and explain each reason using details, illustrations, and/or examples.

Results for Sophomores Taking the Tests for the First Time

Table 6 presents results for sophomores taking the writing tests in 1987. Of the 78,334 public school students taking the objective test, 88.7 percent passed. Of the 77,570 students taking the writing essay test, 91.0 percent passed. Table 6 also shows the average percentage of correctly answered items for each learning objective of the writing objective test. Summary results are provided within various groups of North Carolina sophomores.

TABLE 6

SUMMARY OF WRITING OBJECTIVE AND ESSAY
COMPETENCY TEST RESULTS FOR SOPHOMORES
TAKING THE TESTS FOR THE FIRST TIME IN 1987

North Carolina Competency Test Program

STATE REPORT
REGULAR PUBLIC
FEB 1987

WRITING EDITION D		NUMBER TESTED OBJECTIVE ESSAY	WRITING OBJECTIVE TEST: TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	PERCENT PASSING: WRITING OBJECTIVE TEST	WRITING ESSAY TEST
TOTAL GROUP TESTED										
FIRST TIME SOPHOM.	STATE	78334 77570	94	96	84	87	86	84	88.7	91.0
FAILED OBJECTIVE TEST OR ESSAY										
FAILED OBJECT.	STATE	8864	80	83	55	56	53	62	0.0	
FAILED ESSAY	STATE	6981								0.0
SEX										
MALE	STATE	38816 38427	92	95	81	84	84	80	84.4	88.7
FEMALE	STATE	39497 39122	95	97	87	89	89	87	92.9	93.3

TABLE 6, continued

North Carolina Competency Test Program

STATE REPORT
REGULAR PUBLIC
FEB 1987

WRITING EDITION D		NUMBER TESTED OBJECTIVE	NUMBER TESTED ESSAY	WRITING OBJECTIVE TEST: TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	PERCENT PASSING: WRITING OBJECTIVE TEST	WRITING ESSAY TEST
ETHNIC GROUP											
AMERICAN INDIAN	STATE	1100	1092	90	94	79	79	77	79	76.1	84.0
BLACK	STATE	21920	21686	90	94	78	82	77	79	78.1	84.7
WHITE	STATE	54462	53958	95	97	87	89	90	85	93.3	93.7
OTHER	STATE	762	746	92	94	85	86	85	83	84.5	87.3
EXCEPTIONAL CLASSIFICATION											
NONE	STATE	66757	66138	94	97	85	88	87	84	91.5	92.6
ACADEMIC GIFTED	STATE	3982	3959	98	99	97	97	98	91	99.5	99.0
MULTI-HANDICAP	STATE	43	40	76	76	52	62	59	53	32.6	55.0
HEARING IMPAIRED	STATE	57	57	81	92	76	71	65	78	61.4	68.4

TABLE 6, continued

North Carolina Competency Test Program

STATE REPORT
REGULAR PUBLIC
FEB 1987

WRITING EDITION D		NUMBER TESTED OBJECTIVE	NUMBER TESTED ESSAY	WRITING OBJECTIVE TEST: TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	PERCENT PASSING: WRITING OBJECTIVE TEST	WRITING ESSAY TEST
VISUALLY IMPAIRED	STATE	36	35	91	91	78	85	86	83	80.6	77.1
SPEECH/ LANGUAGE IMPAIRD	STATE	33	32	80	89	66	72	63	76	57.6	68.8
EMOTIONL HANDICAP	STATE	238	226	84	84	58	62	61	65	37.4	56.2
ORTHOPED HANDICAP	STATE	22	22	83	87	72	69	81	76	72.7	77.3
SPECIFIC LEARNING DISABIL	STATE	2479	2440	85	87	61	61	59	70	37.4	64.1
OTHER HEALTH IMPAIR.	STATE	0	0								
EDUCABLE MENTALLY HANDIC.	STATE	1129	1088	63	68	43	43	45	52	8.2	31.3
NOT CODED	STATE	3513	3490	94	97	86	88	88	84	90.8	92.2

The passing rates for sophomores taking the tests for the first time in 1986 and 1987 are presented in Table 7. The passing rate on the writing objective test was about 1.8 percentage points higher than the passing rate in 1986. The passing rate on the essay test was more than 3 percentage points higher than in 1986. The percentages passing both writing tests were higher for all ethnic groups in 1987 than in 1986, with the largest gains shown among black students on the writing objective test and among American Indian students on the essay test.

For students not classified as exceptional 91.5 percent passed the writing objective test and 92.6 passed the essay test. About 99.5 percent of the academically gifted students passed the objective test and 99.0 percent passed the writing essay test. Passing rates for non-handicapped students were 91.9 on the writing objective test and 93.0 percent on the essay test. Passing rates for the writing tests vary widely among different groups of handicapped students. Passing rates were higher on the writing essay test than on the writing objective test for all handicapped groups except the visually impaired.

Results for Juniors

At the 1987 administration of the Competency Tests, 11,150 juniors took the writing objective test and 10,748 juniors took the writing essay test. Table 8 presents results for these students. Approximately 61.7 percent passed the writing objective test and 81.4 percent passed the essay test. Passing rates for juniors taking the tests for the first time were higher than rates for juniors who had taken and failed the tests in a previous administration. Of the juniors who had taken the tests before, 53.8 percent passed the objective test and 79.1 percent passed the essay test.

TABLE 8

THE NC COMPETENCY TESTS
WRITING OBJECTIVE AND ESSAY TEST RESULTS FOR
JUNIORS TESTED IN 1987

	OBJECTIVE TEST		ESSAY TEST	
GROUP*	**Number Tested**	**Percentage Passing**	**Number Tested**	**Percentage Passing**
All Juniors	11,150	61.7	10,748	81.4
Tested Before				
No	2,725	85.6	2,651	88.2
Yes	8,367	53.8	8,042	79.1

Achievement on the Writing Objective Test

A minimum score of 63 is required to pass the 84-item writing objective test. Approximately 85 percent of all students tested scored 63 or above. Table 9 provides distributional information for the writing objective test. More than 15 percent of students scored 82 or above and 3.5 percent scored a perfect 84.

Among the 14,353 students who failed the objective test, 4,499 (31 percent) were within 5 points of passing.

TABLE 7

THE NC COMPETENCY TESTS
WRITING OBJECTIVE AND ESSAY TESTS: 1986-1987

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING OBJECTIVE TEST

GROUP	1986	1987
State	86.9	88.7
Ethnic Group		
American Indian	75.0	76.1
Black	73.7	78.1
White	92.5	93.3
Other	82.3	84.5
Handicap		
Non-Handicapped	90.7	91.9
Handicapped	23.9	30.3
Exceptional Classification		
None	90.1	91.5
Academically Gifted	99.6	99.5
Multihandicapped	35.7	32.6
Hearing Impaired	43.5	61.4
Visually Impaired	63.0	80.6
Speech/Language Impaired	37.0	57.6
Emotionally Handicapped	32.4	37.4
Orthopedically Impaired	73.0	72.7
Learning Disabled	30.6	37.4
Educable Mentally Handicapped	5.1	8.2

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING ESSAY TEST

GROUP	1986	1987
State	87.8	91.0
Ethnic Group		
American Indian	78.9	84.0
Black	81.6	84.7
White	90.5	93.7
Other	85.9	87.3
Handicap		
Non-Handicapped	90.1	93.0
Handicapped	47.0	54.8
Exceptional Classification		
None	89.7	92.6
Academically Gifted	98.3	99.0
Multihandicapped	31.7	55.0
Hearing Impaired	63.0	68.4
Visually Impaired	88.9	77.1
Speech/Language Impaired	51.9	68.8
Emotionally Handicapped	43.1	56.2
Orthopedically Impaired	69.4	77.3
Learning Disabled	56.2	64.1
Educable Mentally Handicapped	26.1	31.3

TABLE 9

STATEWIDE FREQUENCY DISTRIBUTION
WRITING OBJECTIVE TEST
ALL REGULAR PUBLIC SCHOOL STUDENTS*

Minimum Passing Score=63

Equated Score**	Number	Percent	Cumulative Number	Cumulative Percent
84	3269	3.5	94385	100.0
83	4880	5.2	91116	96.5
82	6645	7.0	86236	91.4
81	6935	7.3	79591	84.3
80	6409	6.8	72656	77.0
79	6042	6.4	66247	70.2
78	5306	5.6	60205	63.8
77	4812	5.1	54899	58.2
76	4305	4.6	50087	53.1
75	3822	4.0	45782	48.5
74	3545	3.8	41960	44.5
73	3204	3.4	38415	40.7
72	2884	3.1	35211	37.3
71	2686	2.8	32327	34.3
70	2484	2.6	29641	31.4
69	2217	2.3	27157	28.8
68	2084	2.2	24940	26.4
67	2017	2.1	22856	24.2
66	1820	1.9	20839	22.1
65	1709	1.8	19019	20.2
64	1571	1.7	17310	18.3
63	1386	1.5	15739	16.7
62	1259	1.3	14353	15.2
61	1186	1.3	13094	13.9
60	1051	1.1	11908	12.6
59	1003	1.1	10857	11.5
58				
57	883	0.9	9854	10.4
56	792	0.8	8971	9.5
55	734	0.8	8179	8.7
54	668	0.7	7445	7.9
53	615	0.7	6777	7.2
52	577	0.6	6162	6.5
51	510	0.5	5585	5.9
3-50	5075	5.4	5075	5.4

*This table includes sophomores and juniors taking the writing objective test. Totals will not equal totals in tables which include only first-time takers.
**All writing objective test scores are equated.

Performance by Objective and Category

One purpose of the North Carolina Competency Testing Program is to diagnose specific weaknesses in basic skill areas so that students may be remediated. A student who meets all the objectives (criteria) on the writing essay test receives a score of 'pass'. A student who does not meet one or more of the objectives (criteria) receives a score of 'fail'. Table 10 shows the number and percentage of students who did not meet each writing essay test objective. The categories of failing scores are hierarchical. If a student fails because he or she did not give two reasons, the student did take a position. If a student fails because he or she did not elaborate two reasons, the student did take a position and did provide two reasons.

TABLE 10

WRITING ESSAY TEST SCORE POINT DISTRIBUTION

Score Point	Number	Percent
Pass	70,589	91.0
Fail: Did not take a position	70	.1
Fail: Did not give two reasons	2,488	3.2
Fail: Did not elaborate two reasons	4,390	5.7
Fail: Could not be scored	32	.0

Table 5 shows the average percentage correct for each objective and application category of the writing objective test. Percentages for students who failed the writing objective test are in the second column.

For all students tested, performance was weakest on the 'punctuation' and 'forms' objectives, and the 'business letter' and 'apostrophe' application categories. Among students failing the objective test, the 'word usage' objective, and the 'apostrophe' and 'word usage - agreement' application categories yielded the lowest average correct scores.

Results for All Competency Tests

At the 1987 administration, of the 80,243 regular public school sophomores taking one or more competency tests for the first time, 76,391 sophomores took all four tests. Table 11 presents the pattern of number and percentages of students who passed all four tests or who failed one or more tests.

Of the sophomores taking all the tests for the first time, approximately 81.0 percent fulfilled their competency test requirement by passing all four tests. Of the 14,532 students failing one or more tests, 8,049 failed only one test. Approximately 2.1 percent of all sophomores failed all four competency tests; this represents 10.8 percent of students failing one or more tests.

TABLE 11

RESULTS FOR SOPHOMORES TAKING ALL FOUR COMPETENCY TESTS

Reading	Math	Writing Objective	Writing Essay	Number	Percent
Fail	Fail	Fail	Fail	1,572	2.1
Fail	Fail	Fail	Pass	1,097	1.4
Fail	Fail	Pass	Fail	68	.1
Fail	Fail	Pass	Pass	251	.3
Fail	Pass	Fail	Fail	287	.4
Fail	Pass	Fail	Pass	451	.6
Fail	Pass	Pass	Fail	79	.1
Fail	Pass	Pass	Pass	249	.3
Pass	Fail	Fail	Fail	485	.6
Pass	Fail	Fail	Pass	1,091	1.4
Pass	Fail	Pass	Fail	374	.5
Pass	Fail	Pass	Pass	1,951	2.6
Pass	Pass	Fail	Fail	728	1.0
Pass	Pass	Fail	Pass	2,663	3.5
Pass	Pass	Pass	Fail	3,186	4.2
Pass	Pass	Pass	Pass	61,859	81.0
		Total		76,391	100.0

Reading and Mathematics Test Results for Educational Regions and Public School Systems

Table 12 presents the passing rates for students taking the tests for the first time in the 1978 through 1987 administrations by educational region. The Northeast, Southeast, and South Central regions have made the most improvement, narrowing the range in percent passing between regions from about 8 percentage points in 1978 to less than 2.2 percentage points in 1987. Average performance by sophomores on the reading and mathematics objectives are presented in Table 13.

The percentage of students passing the reading and mathematics tests during the 1978-1987 period for the public school systems in the state are listed in Table 14. School systems are arranged by educational region. Slightly less than 50 percent (69 of 140) of the school systems had higher passing rates for reading in the 1987 administration than in the 1986 administration. Since 1978, 56 school systems have gained at least 5 percentage points and 16 school systems have gained at least 10 percentage points in reading. In mathematics, 34 school systems improved their passing rate between the 1986 and 1987 administrations. Although passing rates in mathematics were lower for most school systems in 1987 than in 1986, for 62 school systems the passing rates were at least 5 percentage points higher in 1987 than in 1978 and for 25 school systems the passing rates were at least 10 percentage points higher than in 1978.

TABLE 12

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1987
RESULTS FOR EDUCATIONAL REGIONS

PERCENTAGE OF FIRST-TIME STUDENTS PASSING READING

REGION	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Northeast	85.7	86.7	88.4	88.2	89.5	89.8	94.1	92.3	93.4	93.5
Southeast	89.0	91.2	91.7	91.0	91.6	92.3	94.5	94.7	94.4	94.8
Central	90.2	90.7	91.6	90.3	92.1	91.8	94.9	94.3	94.9	93.8
South Central	88.4	90.4	90.6	91.2	91.9	91.7	94.2	92.7	93.0	93.5
North Central	91.3	93.0	94.1	92.8	93.9	93.9	96.3	95.1	95.2	95.7
Southwest	89.7	92.3	92.6	92.0	93.0	92.8	95.3	94.6	94.6	93.8
Northwest	93.4	94.5	94.6	94.3	94.7	94.7	95.8	95.7	94.5	94.7
Western	93.3	94.5	95.0	94.3	94.2	93.5	95.7	94.6	94.9	94.5

PERCENTAGE OF FIRST-TIME STUDENTS PASSING MATHEMATICS

REGION	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Northeast	81.3	84.2	85.0	86.4	87.6	87.3	93.7	89.4	91.0	89.9
Southeast	84.5	87.2	87.9	88.9	88.4	88.8	92.7	91.0	92.6	91.0
Central	85.6	87.8	88.5	87.5	88.8	88.9	93.8	91.7	93.4	90.2
South Central	82.7	87.2	88.1	88.7	88.4	88.6	92.6	89.9	92.0	90.6
North Central	86.7	89.4	90.4	89.9	91.2	90.8	94.7	92.6	93.3	91.4
Southwest	85.7	89.8	90.1	90.4	91.2	90.5	93.7	92.4	93.3	90.2
Northwest	89.3	91.5	91.7	91.5	91.7	92.0	94.4	92.1	92.6	91.1
Western	89.0	90.9	91.2	91.3	91.0	90.6	94.4	90.8	93.2	89.8

Note. For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986 and 1987, students took the tests for the first time in the spring of their sophomore year.

TABLE 13

SUMMARY OF READING AND MATHEMATICS COMPETENCY TEST RESULTS FOR SOPHOMORES TAKING THE TESTS FOR THE FIRST TIME IN 1987 RESULTS FOR EDUCATIONAL REGIONS

North Carolina Competency Test Program

STATE REPORT

REGULAR PUBLIC

FEB 1987

	NUMBER TESTED		READING COMPETENCY OBJECTIVES										MATHEMATICS COMPETENCY OBJECTIVES											PERCENT PASSING	
	READ	MATH	R1 Word Knowledge/Context/Abbreviations	R2. Following Directions	R3. Main Idea, Related Detail	R4. Classifying Information	R5. Drawing Inferences	R6. Drawing Conclusions	R7. Comparing and Contrasting Information	R8. Organizing Information	R9. Locating and Applying Information	R10. Interpreting Maps, Charts, Pictures	M1. Whole Numbers	M2. Fractions	M3. Decimals	M4. Percents	M5. Money Problems	M6. Measurement	M7. Geometric Ideas	M8. Solving Problems Using Maps, Tables, Charts	M9. Probability and Statistics	M10. Estimations	M11. Basic Processes	Reading	Mathematics
1 NORTHEAST	4332	4345	88	95	92	92	90	88	83	93	91	88	95	82	88	77	88	80	78	76	74	82	72	93.5	89.8
2 SOUTHEAST	8707	8769	89	96	93	92	91	89	84	94	92	90	95	81	87	75	89	82	78	77	76	83	73	94.8	91.0
3 CENTRAL	12059	12035	89	95	92	92	90	89	84	93	91	89	95	83	88	77	89	82	79	77	76	83	73	93.8	90.2
4 SOUTH CENTRAL	10105	10112	88	95	92	92	89	88	82	93	91	88	95	82	87	76	89	81	78	76	75	82	72	93.5	90.6
5 NORTH CENTRAL	14765	14768	91	96	93	93	92	90	86	95	92	90	96	83	89	78	90	83	79	79	76	84	74	95.7	91.4
6 SOUTHWEST	13974	13922	89	96	92	91	90	89	84	94	91	90	95	83	89	76	89	82	78	77	76	83	73	93.8	90.2
7 NORTHWEST	8258	8257	90	96	92	92	91	90	85	93	91	91	95	82	89	77	83	83	79	79	77	84	75	94.7	91.1
8 WESTERN	7112	7104	90	96	93	92	91	90	86	93	91	91	95	81	88	76	82	83	79	76	74	84	74	94.5	89.8

TABLE 14

THE NC COMPETENCY TESTS
READING AND MATHEMATICS: 1978-1987
RESULTS FOR PUBLIC SCHOOL SYSTEMS

Note. For the years 1978-1985, students took the tests for the first time in the fall of their junior year. In 1986 and 1987, students took the tests for the first time in the spring of their sophomore year.

TABLE 14

NORTHEAST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Beaufort County	86.0	84.0	90.7	88.1	87.7	87.6	96.1	94.2	313
Washington City	81.0	85.0	85.0	88.8	88.3	92.8	96.8	92.8	276
Bertie County	79.0	81.0	79.2	79.3	83.8	86.7	87.9	85.5	283
Camden County	88.0	90.0	95.7	91.1	90.9	94.4	98.7	95.6	91
Chowan County	85.0	82.0	89.3	79.3	90.4	94.0	95.9	91.3	161
Currituck County	92.0	91.0	97.1	92.6	95.8	93.4	97.4	93.8	97
Dare County	99.0	96.0	98.4	96.2	92.3	98.2	98.8	97.6	168
Gates County	84.0	86.0	78.5	93.9	94.9	88.1	90.8	90.7	118
Hertford County	87.0	88.0	87.1	86.2	87.6	87.0	91.0	84.7	301
Hyde County	84.0	80.0	84.9	85.3	96.7	82.1	93.7	93.2	73
Martin County	86.0	86.0	87.2	88.1	89.8	91.9	95.8	94.8	308
Pasquotank County	84.0	89.0	90.7	90.9	87.8	87.3	95.8	92.7	314
Perquimans County	86.0	89.0	91.0	92.0	92.1	91.9	96.0	88.6	88
Pitt County	86.0	87.0	89.0	89.3	91.4	88.4	94.0	93.9	668
Greenville City	92.0	92.0	91.9	91.3	92.0	91.8	94.5	93.6	392
Tyrrell County	79.0	83.0	90.8	98.0	91.1	84.6	95.2	100.0	45
Washington County	84.0	82.0	85.5	86.7	87.7	88.9	88.2	91.4	210

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Beaufort County	77.0	77.0	86.7	84.2	79.6	84.1	95.4	88.5	313
Washington City	74.0	78.0	80.5	81.0	85.5	87.2	97.2	87.4	277
Bertie County	77.0	83.0	75.3	80.2	88.1	87.4	90.5	86.6	283
Camden County	81.0	77.0	96.8	92.2	90.0	97.2	98.7	93.5	92
Chowan County	85.0	80.0	85.4	81.8	88.1	93.4	94.5	85.2	162
Currituck County	92.0	92.0	97.1	92.6	97.5	93.4	97.4	95.8	96
Dare County	98.0	96.0	96.7	95.4	91.4	94.2	97.7	98.2	168
Gates County	80.0	82.0	81.9	91.8	93.2	88.1	90.1	90.7	118
Hertford County	79.0	86.0	84.6	85.9	87.3	84.8	91.1	81.0	300
Hyde County	73.0	77.0	79.3	86.3	89.2	82.1	96.8	91.8	73
Martin County	83.0	84.0	85.9	85.4	85.3	87.9	93.8	92.8	307
Pasquotank County	82.0	90.0	89.6	91.4	85.6	82.5	92.8	90.8	314
Perquimans County	85.0	87.0	91.9	87.0	87.6	95.1	94.9	89.8	88
Pitt County	80.0	85.0	82.2	88.6	89.5	85.3	93.0	89.1	670
Greenville City	90.0	89.0	87.0	85.8	90.8	89.3	94.0	91.0	391
Tyrrell County	76.0	81.0	98.5	95.9	93.3	87.2	93.7	95.6	45
Washington County	76.0	79.0	77.0	81.0	82.9	83.7	90.6	87.7	211

TABLE 14, continued

NORTHEAST REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Beaufort County	92.7	96.6	354
Washington City	93.1	93.1	289
Bertie County	87.4	86.8	304
Camden County	97.9	100.0	83
Chowan County	96.3	93.4	182
Currituck County	95.8	97.2	143
Dare County	97.0	100.0	158
Gates County	94.2	95.3	128
Hertford County	89.6	[illegible]	301
Hyde County	90.8	[illegible]	86
Martin County	95.5	[illegible]	381
Pasquotank County	96.0	92.1	380
Perquimans County	97.9	90.6	128
Pitt County	92.6	94.0	1145
Greenville City	92.7	merged with Pitt County	
Tyrrell County	100.0	100.0	63
Washington County	89.1	90.3	207

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Beaufort County	87.5	94.4	355
Washington City	90.8	91.0	289
Bertie County	90.0	86.2	304
Camden County	96.8	100.0	84
Chowan County	94.5	91.2	182
Currituck County	93.7	97.3	148
Dare County	97.5	98.8	164
Gates County	94.9	91.4	128
Hertford County	86.3	81.0	300
Hyde County	88.4	91.9	86
Martin County	90.9	90.1	382
Pasquotank County	92.2	86.6	381
Perquimans County	92.8	89.9	129
Pitt County	91.8	88.8	1142
Greenville City	87.9	merged with Pitt County	
Tyrrell County	97.9	98.4	63
Washington County	88.8	89.9	208

TABLE 14, continued

SOUTHEAST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Brunswick County	82.0	86.0	87.1	84.1	86.1	91.8	93.4	91.4	456
Carteret County	90.0	96.0	92.6	95.2	94.2	92.9	94.9	96.7	391
Craven County	86.0	87.0	91.9	90.2	91.2	92.4	95.4	95.7	720
New Bern City	88.0	93.0	92.8	merged with Craven County					
Duplin County	87.0	91.0	91.5	87.4	89.8	90.0	94.5	92.3	478
Greene County	85.0	87.0	91.9	94.4	90.1	94.3	96.5	95.4	174
Jones County	85.0	90.0	84.6	95.5	86.0	87.9	94.8	89.7	87
Lenoir County	91.0	91.0	90.1	92.2	94.6	93.0	96.3	94.2	449
Kinston City	94.0	95.0	95.8	95.7	94.8	95.9	96.3	96.6	292
New Hanover County	93.0	94.0	93.6	94.5	94.2	95.3	94.7	96.1	1343
Onslow County	92.0	95.0	94.2	93.3	94.0	92.9	96.4	96.5	925
Pamlico County	91.0	88.0	90.3	92.5	90.1	93.3	94.1	96.3	107
Pender County	83.0	90.0	88.5	89.3	86.3	87.5	87.6	93.8	256
Sampson County	86.0	91.0	86.8	86.2	87.1	87.1	93.1	91.4	396
Clinton City	92.0	88.0	86.0	88.8	89.9	93.8	93.4	87.7	162
Wayne County	88.0	90.0	94.4	90.0	91.7	93.2	93.9	94.5	848
Goldsboro City	86.0	82.0	87.6	86.4	90.4	87.3	92.3	94.6	242

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Brunswick County	74.0	79.0	78.0	79.4	78.9	84.1	90.4	84.8	455
Carteret County	85.0	94.0	91.4	93.1	94.5	91.7	94.5	93.1	390
Craven County	80.0	84.0	93.8	90.5	88.5	88.8	92.7	92.1	721
New Bern City	81.0	88.0	89.9	merged with Craven County					
Duplin County	82.0	89.0	92.0	85.5	91.6	87.3	93.4	90.6	478
Greene County	84.0	87.0	91.0	95.5	90.7	93.0	94.7	90.9	175
Jones County	82.0	90.0	85.2	94.4	89.0	90.9	93.0	87.5	88
Lenoir County	86.0	85.0	86.9	87.7	87.6	87.4	91.9	90.0	448
Kinston City	91.0	92.0	93.8	93.6	92.5	92.5	97.7	93.4	290
New Hanover County	89.0	90.0	87.6	91.7	89.4	91.2	92.1	91.8	1343
Onslow County	89.0	90.0	92.2	94.2	93.2	92.0	96.0	95.0	926
Pamlico County	86.0	88.0	81.3	94.3	84.4	90.7	95.3	95.3	107
Pender County	81.0	87.0	84.9	86.9	80.6	87.2	85.7	90.7	258
Sampson County	86.0	88.0	80.2	83.6	85.9	84.7	93.3	87.4	396
Clinton City	88.0	84.0	82.2	86.3	83.7	88.2	91.4	79.9	164
Wayne County	85.0	86.0	89.9	87.1	86.8	89.3	91.8	91.4	847
Goldsboro City	75.0	74.0	79.7	77.9	83.8	77.7	87.3	86.5	245

TABLE 14, continued

SOUTHEAST REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	Number Tested 1987
Brunswick County	94.9	95.1	577
Carteret County	93.8	95.8	478
Craven County	97.0	94.6	869
New Bern City	merged with Craven County		
Duplin County	92.5	90.1	638
Greene County	95.3	96.4	168
Jones County	92.9	89.8	128
Lenoir County	95.0	93.5	460
Kinston City	93.0	95.9	343
New Hanover County	95.6	96.5	1480
Onslow County	96.2	97.6	1106
Pamlico County	94.2	93.1	144
Pender County	93.1	96.3	349
Sampson County	90.2	93.1	423
Clinton City	89.1	93.5	185
Wayne County	95.4	94.6	1049
Goldsboro City	89.4	91.0	310

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	Number Tested 1987
Brunswick County	89.4	87.8	582
Carteret County	91.8	92.5	482
Craven County	93.9	92.7	888
New Bern City	merged with Craven County		
Duplin County	92.8	89.7	639
Greene County	91.2	94.0	168
Jones County	94.5	88.4	129
Lenoir County	92.9	88.5	462
Kinston City	95.8	94.2	345
New Hanover County	93.4	91.5	1498
Onslow County	96.5	95.4	1103
Pamlico County	96.2	94.4	144
Pender County	90.2	89.5	354
Sampson County	89.3	89.8	423
Clinton City	86.1	86.5	185
Wayne County	94.0	91.3	1057
Goldsboro City	81.6	77.4	310

TABLE 14, continued

CENTRAL REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Durham County	96.0	97.0	97.4	95.8	96.6	95.9	97.9	96.9	1001
Durham City	90.0	88.0	91.9	88.1	91.9	90.9	95.2	95.6	298
Edgecombe County	83.0	83.0	82.4	78.8	84.8	87.0	90.8	89.3	309
Tarboro City	88.0	85.0	88.3	91.2	89.5	92.6	98.0	94.4	196
Franklin County	90.0	92.0	90.4	86.9	88.9	89.9	94.1	93.0	244
Franklinton City	92.0	84.0	90.5	90.4	84.5	79.0	83.3	85.1	87
Granville County	90.0	90.0	94.1	89.7	90.7	94.2	94.9	93.4	467
Halifax County	77.0	73.0	81.3	75.6	84.6	80.0	86.5	90.5	283
Roanoke Rapids City	95.0	96.0	98.6	95.5	96.4	96.7	98.9	94.7	187
Weldon City	77.0	82.0	77.6	91.8	91.1	87.1	86.2	83.1	71
Johnston County	93.0	95.0	95.7	93.7	95.7	93.8	97.1	95.4	874
Nash County	86.0	85.0	90.1	88.0	91.2	88.1	93.2	93.3	685
Rocky Mount City	91.0	94.0	92.8	91.8	93.5	93.5	94.2	95.4	349
Northampton County	83.0	83.0	87.1	82.7	83.7	88.5	84.9	88.7	213
Vance County	86.0	87.0	90.2	88.8	90.2	90.6	93.1	91.8	514
Wake County	93.0	94.0	93.8	94.0	93.8	94.5	97.2	96.2	3697
Warren County	84.0	89.0	86.0	85.1	88.1	81.9	90.5	91.4	186
Wilson County	88.0	90.0	87.4	86.6	91.9	89.3	93.1	91.4	872

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Durham County	94.0	94.0	95.5	93.5	93.2	93.2	96.0	92.4	993
Durham City	75.0	82.0	87.3	78.4	85.3	78.6	92.1	89.3	299
Edgecombe County	77.0	81.0	79.2	77.9	85.3	82.9	89.1	88.3	307
Tarboro City	87.0	79.0	82.3	89.0	86.7	82.4	96.5	91.3	196
Franklin County	84.0	89.0	89.0	83.6	84.3	86.4	90.2	92.6	243
Franklinton City	86.0	77.0	88.6	89.4	80.4	75.6	78.5	81.6	87
Granville County	84.0	88.0	91.1	88.8	88.8	92.3	94.4	92.1	470
Halifax County	72.0	72.0	82.1	74.5	85.2	86.4	88.0	90.8	284
Roanoke Rapids City	95.0	94.0	98.1	95.5	96.4	96.2	97.8	90.9	187
Weldon City	77.0	72.0	70.9	83.5	68.9	80.6	83.1	78.9	71
Johnston County	90.0	92.0	92.6	91.0	93.2	92.0	96.0	93.9	874
Nash County	81.0	81.0	86.0	82.7	89.5	85.9	92.4	92.8	691
Rocky Mount City	86.0	92.0	93.3	91.2	91.0	92.3	92.0	91.0	345
Northampton County	76.0	79.0	78.1	74.8	79.1	79.0	86.3	83.6	213
Vance County	83.0	82.0	87.4	84.3	90.2	91.5	94.8	92.0	514
Wake County	90.0	92.0	90.9	92.2	90.2	91.7	95.9	93.3	3694
Warren County	73.0	83.0	74.3	77.3	79.9	75.2	89.6	85.9	185
Wilson County	83.0	87.0	83.2	84.1	86.0	85.0	92.0	88.8	869

TABLE 14, continued

CENTRAL REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	Number Tested 1987
Durham County	97.8	96.9	1296
Durham City	92.7	91.5	460
Edgecombe County	92.5	90.0	359
Tarboro City	99.5	93.7	240
Franklin County	91.5	97.6	249
Franklinton City	90.6	81.9	83
Granville County	92.8	92.8	515
Halifax County	90.7	85.4	405
Roanoke Rapids City	95.4	98.1	208
Weldon City	97.2	93.3	90
Johnston County	95.7	95.4	1091
Nash County	93.3	94.1	813
Rocky Mount City	94.6	92.3	431
Northampton County	90.6	85.1	308
Vance County	91.1	91.5	566
Wake County	96.8	95.4	3902
Warren County	94.2	93.4	211
Wilson County	92.4	90.9	832

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	Number Tested 1987
Durham County	94.8	93.4	1296
Durham City	84.3	78.8	449
Edgecombe County	91.3	88.1	362
Tarboro City	97.2	89.5	239
Franklin County	86.8	96.0	248
Franklinton City	89.4	75.6	82
Granville County	90.8	87.9	514
Halifax County	92.2	82.1	403
Roanoke Rapids City	95.9	95.7	207
Weldon City	93.0	88.0	92
Johnston County	95.0	92.9	1090
Nash County	93.0	90.5	811
Rocky Mount City	94.8	88.6	431
Northampton County	93.5	84.7	308
Vance County	91.7	89.2	567
Wake County	95.4	92.2	3893
Warren County	89.0	87.1	210
Wilson County	92.0	88.0	833

TABLE 14, continued

SOUTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Bladen County	84.0	87.0	90.8	88.4	89.1	88.3	91.9	91.1	395
Columbus County	81.0	86.0	85.1	89.2	89.5	86.6	87.6	88.7	551
Whiteville City	95.0	90.0	92.9	91.7	94.5	91.6	96.0	96.5	171
Cumberland County	93.0	93.0	95.7	95.7	96.6	96.0	96.7	95.2	2729
Fayetteville City	93.0	93.0	93.1	94.1	92.1	94.3	97.2	merged with Cumberland	
Harnett County	90.0	91.0	88.7	90.0	90.1	92.0	93.8	92.2	731
Hoke County	85.0	88.0	78.9	90.4	92.2	89.9	93.4	93.6	295
Lee County	92.0	89.0	93.4	92.0	92.2	96.1	95.3	95.0	498
Montgomery County	87.0	94.0	88.0	88.9	88.8	93.6	93.5	91.4	278
Moore County	93.0	94.0	93.2	95.7	92.9	92.4	95.5	93.0	646
Richmond County	90.0	88.0	89.2	89.0	88.9	87.5	93.4	90.2	461
Robeson County	77.0	82.0	82.0	80.1	85.9	84.4	92.5	89.7	728
Fairmont City	81.0	80.0	69.8	90.3	90.5	87.4	91.1	88.1	143
Lumberton City	90.0	93.0	97.8	93.0	98.0	96.7	95.9	92.3	260
Maxton City	80.0	merged with Robeson County							
Red Springs City	85.0	92.0	87.4	88.9	93.0	93.1	86.2	86.9	99
Saint Pauls City	86.0	85.0	87.7	90.0	90.0	90.3	89.2	90.6	106
Scotland County	81.0	94.0	92.1	87.2	89.8	88.7	93.3	91.0	401

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Bladen County	73.0	83.0	89.1	82.5	85.2	84.4	92.2	82.8	396
Columbus County	71.0	84.0	83.8	88.6	85.0	84.6	87.5	84.9	551
Whiteville City	93.0	88.0	92.9	90.7	92.8	88.5	94.8	93.0	171
Cumberland County	88.0	90.0	94.3	95.0	95.1	95.4	95.7	93.0	2731
Fayetteville City	87.0	91.0	91.3	92.3	85.1	88.6	93.4	merged with Cumberland	
Harnett County	87.0	88.0	88.0	89.8	88.4	91.0	92.7	90.5	728
Hoke County	83.0	87.0	79.8	84.8	86.6	88.4	89.3	88.1	295
Lee County	88.0	90.0	92.6	90.9	90.9	93.1	93.9	88.8	498
Montgomery County	83.0	90.0	85.2	87.3	82.8	86.1	92.3	89.9	278
Moore County	88.0	90.0	91.1	91.7	89.6	86.2	93.4	89.9	645
Richmond County	84.0	84.0	84.1	86.1	86.6	83.3	91.4	89.1	460
Robeson County	69.0	75.0	75.6	73.4	82.9	78.2	91.5	88.9	727
Fairmont City	75.0	72.0	56.8	87.1	86.2	83.8	85.5	83.2	143
Lumberton City	84.0	92.0	94.2	88.1	95.1	93.7	91.4	86.5	260
Maxton City	70.0	merged with Robeson County							
Red Springs City	83.0	88.0	79.8	86.9	82.6	85.1	86.2	90.9	99
Saint Pauls City	76.0	76.0	83.8	89.1	82.0	90.3	91.2	88.7	106
Scotland County	78.0	88.0	89.1	81.9	81.1	85.8	90.6	90.3	393

TABLE 14, continued

SOUTH CENTRAL REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	Number Tested 1987
Bladen County	88.3	89.6	424
Columbus County	90.0	92.5	560
Whiteville City	97.7	98.1	207
Cumberland County	95.8	95.5	3391
Fayetteville City	merged with Cumberland County		
Harnett County	93.2	92.8	856
Hoke County	91.8	94.1	356
Lee County	93.5	96.3	542
Montgomery County	91.4	93.6	313
Moore County	93.3	93.0	644
Richmond County	92.8	93.6	595
Robeson County	86.0	87.3	956
Fairmont City	89.2	94.8	153
Lumberton City	96.0	92.0	313
Maxton City	merged with Robeson County		
Red Springs City	95.6	93.6	140
Saint Pauls City	92.1	91.4	116
Scotland County	92.6	93.3	539

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	Number Tested 1987
Bladen County	85.7	84.6	428
Columbus County	88.2	89.0	562
Whiteville City	94.9	97.1	207
Cumberland County	94.9	92.5	3393
Fayetteville City	merged with Cumberland County		
Harnett County	92.2	89.5	859
Hoke County	90.3	88.2	356
Lee County	93.4	93.9	543
Montgomery County	90.5	90.4	313
Moore County	92.3	88.5	644
Richmond County	90.9	91.4	591
Robeson County	87.5	86.7	961
Fairmont City	88.0	90.8	153
Lumberton City	93.5	91.9	309
Maxton City	merged with Robeson County		
Red Springs City	92.6	85.6	139
Saint Pauls City	89.3	81.9	116
Scotland County	90.8	93.7	538

TABLE 14, continued

NORTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alamance County	90.0	94.0	92.9	91.1	93.7	92.6	96.2	95.3	785
Burlington City	94.0	98.0	96.5	96.0	97.5	95.2	97.8	96.7	508
Caswell County	84.0	85.0	90.5	88.7	89.8	94.4	92.8	93.9	231
Chatham County	95.0	92.0	97.4	94.3	94.6	95.8	97.8	94.0	385
Davidson County	95.0	97.0	96.5	95.4	97.3	95.1	97.2	97.4	1017
Lexington City	90.0	90.0	95.3	92.4	91.8	93.0	93.5	90.8	239
Thomasville City	89.0	89.0	92.1	87.4	89.0	85.3	95.0	89.7	156
Forsyth County	90.0	93.0	93.5	93.2	93.6	93.3	95.4	94.2	2552
Guilford County	93.0	95.0	95.2	94.6	96.0	95.7	97.8	97.2	1743
Greensboro City	89.0	90.0	90.8	88.2	90.0	90.6	94.9	94.6	1516
High Point City	90.0	93.0	94.5	88.4	91.8	90.8	95.7	92.5	570
Orange County	90.0	87.0	94.9	93.1	93.5	94.6	94.1	94.2	359
Chapel Hill City	90.0	92.0	96.6	96.5	97.1	97.9	99.0	97.3	442
Person County	92.0	91.0	94.8	93.4	92.4	95.3	97.1	95.2	395
Randolph County	96.0	96.0	97.9	96.8	97.9	97.0	98.3	97.5	816
Asheboro City	95.0	98.0	96.5	98.4	97.4	95.2	97.0	98.0	255
Rockingham County	89.0	96.0	93.8	92.4	87.1	90.4	95.4	94.1	238
Eden City	94.0	94.0	94.1	96.6	91.6	93.6	96.2	92.8	307
Madison-Mayodan City	87.0	90.0	90.2	89.2	92.6	94.7			
Western Rockingham							95.2	91.5	282
Reidsville City	85.0	86.0	89.5	85.6	93.4	96.0	96.3	91.3	264
Stokes County	91.0	92.0	94.1	94.7	95.8	95.2	96.5	94.4	448

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alamance County	84.0	91.0	88.4	86.5	89.8	90.2	95.1	94.0	785
Burlington City	93.0	97.0	95.1	93.3	96.7	93.5	98.3	93.9	506
Caswell County	74.0	81.0	80.9	80.8	80.6	79.1	90.9	90.0	231
Chatham County	89.0	88.0	93.7	92.7	90.9	92.5	96.3	88.8	385
Davidson County	92.0	95.0	94.9	92.7	95.0	91.7	94.0	92.7	1015
Lexington City	84.0	81.0	86.3	87.1	89.6	89.9	90.0	86.2	239
Thomasville City	88.0	89.0	92.1	89.3	87.4	84.0	89.9	89.1	156
Forsyth County	84.0	89.0	90.7	91.7	91.0	90.4	93.2	92.3	2559
Guilford County	92.0	93.0	92.3	92.6	93.5	93.9	96.8	94.3	1744
Greensboro City	84.0	84.0	85.4	82.9	85.9	87.4	94.4	92.5	1514
High Point City	83.0	88.0	87.8	84.1	87.1	87.2	93.6	89.8	569
Orange County	82.0	78.0	88.4	83.4	89.4	94.0	89.8	86.0	357
Chapel Hill City	85.0	87.0	94.2	94.0	97.7	97.4	97.5	97.3	444
Person County	88.0	87.0	90.7	90.5	89.8	91.9	94.8	95.4	394
Randolph County	94.0	93.0	95.4	95.3	96.0	92.6	96.6	94.5	815
Asheboro City	92.0	93.0	93.9	95.3	94.9	92.3	97.5	97.3	255
Rockingham County	83.0	91.0	89.9	89.3	88.2	87.7	95.4	92.0	238
Eden City	87.0	89.0	92.1	94.2	90.7	88.2	95.5	93.1	306
Madison-Mayodan City	87.0	90.0	84.5	89.2	92.6	91.6			
Western Rockingham							95.9	91.2	283
Reidsville City	75.0	79.0	79.0	79.7	89.0	88.3	91.9	82.6	265
Stokes County	88.0	91.0	92.5	96.0	95.8	93.5	95.5	94.2	449

TABLE 14, continued

NORTH CENTRAL REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	Number Tested 1987
Alamance County	95.1	95.3	836
Burlington City	97.4	96.2	572
Caswell County	91.2	95.4	284
Chatham County	94.5	95.4	439
Davidson County	96.4	97.4	1262
Lexington City	89.9	94.4	216
Thomasville City	93.2	94.0	182
Forsyth County	94.5	95.0	2903
Guilford County	96.7	96.8	1964
Greensboro City	94.9	96.7	1591
High Point City	94.5	92.5	481
Orange County	94.1	93.9	396
Chapel Hill City	96.8	97.3	403
Person County	94.8	94.2	433
Randolph County	98.0	96.8	880
Asheboro City	97.1	98.0	252
Rockingham County	96.1	95.3	275
Eden City	94.7	92.3	313
Madison-Mayodan Western Rockingham	93.4	94.1	305
Reidsville City	91.1	93.0	258
Stokes County	94.3	97.1	520

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	Number Tested 1987
Alamance County	93.0	91.6	837
Burlington City	94.7	92.8	573
Caswell County	87.3	88.7	284
Chatham County	91.3	89.7	435
Davidson County	94.0	92.5	1259
Lexington City	87.9	79.6	216
Thomasville City	87.0	87.3	181
Forsyth County	92.8	91.4	2915
Guilford County	95.3	93.2	1973
Greensboro City	92.4	91.6	1586
High Point City	92.8	87.1	482
Orange County	91.9	89.2	397
Chapel Hill City	95.9	95.3	402
Person County	94.3	93.3	434
Randolph County	96.2	92.1	877
Asheboro City	96.3	92.5	252
Rockingham County	93.8	91.2	274
Eden City	91.6	87.7	308
Madison-Mayodan City Western Rockingham	94.5	91.1	305
Reidsville City	86.7	86.4	258
Stokes County	93.8	93.5	520

TABLE 14, continued

SOUTHWEST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Anson County	74.0	86.0	89.1	88.6	90.2	90.2	93.5	90.0	309
Cabarrus County	94.0	96.0	96.4	96.5	94.8	96.9	96.3	96.4	824
Concord City	95.0	92.0	94.7	89.9	90.0	merged with Cabarrus County			
Kannapolis City	91.0	91.0	98.9	99.4	98.5	97.6	99.0	97.1	280
Cleveland County	85.0	87.0	90.5	85.8	89.7	88.9	92.9	94.6	609
Kings Mountain City	91.0	89.0	92.0	86.9	88.4	92.6	93.8	95.0	222
Shelby City	92.0	92.0	91.2	88.8	95.2	87.6	97.3	98.3	230
Gaston County	91.0	94.0	94.3	92.6	94.5	92.3	95.9	94.7	2092
Lincoln County	89.0	95.0	92.3	92.1	92.5	87.3	93.7	93.8	533
Mecklenburg County	88.0	91.0	91.3	92.0	92.1	93.5	95.1	94.1	4415
Rowan County	92.0	94.0	94.5	92.8	93.7	94.0	95.3	94.6	839
Salisbury City	96.0	89.0	92.5	87.1	91.2	89.4	94.3	92.4	172
Stanly County	94.0	95.0	93.3	93.6	95.7	92.2	94.8	96.3	431
Albemarle City	89.0	90.0	89.9	82.7	95.3	91.9	96.0	91.7	133
Union County	92.0	96.0	93.2	95.1	94.3	95.6	95.5	96.4	731
Monroe City	90.0	93.0	91.9	92.0	91.1	93.2	96.5	92.0	176

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Anson County	69.0	83.0	88.3	90.1	91.7	90.8	95.0	90.3	309
Cabarrus County	89.0	92.0	95.0	93.8	91.2	93.2	95.6	92.8	820
Concord City	93.0	91.0	89.9	86.4	89.6	merged with Cabarrus County			
Kannapolis City	86.0	82.0	95.7	96.5	95.2	91.6	95.2	90.4	280
Cleveland County	85.0	85.0	87.2	83.9	91.1	89.2	88.9	89.0	609
Kings Mountain City	84.0	86.0	89.2	85.4	90.3	92.3	92.7	91.1	225
Shelby City	88.0	88.0	86.5	86.1	94.1	88.0	94.6	95.7	230
Gaston County	86.0	92.0	90.7	90.0	90.7	89.5	93.4	91.7	2095
Lincoln County	88.0	92.0	91.5	90.3	90.0	86.4	91.2	92.1	534
Mecklenburg County	84.0	90.0	89.4	91.5	92.0	91.8	94.9	93.5	4403
Rowan County	90.0	89.0	92.0	91.1	90.0	90.8	94.1	91.1	841
Salisbury City	90.0	86.0	88.7	86.5	84.1	86.7	93.7	84.8	171
Stanly County	89.0	93.0	90.9	91.2	92.2	86.9	92.3	95.6	430
Albemarle City	89.0	87.0	87.3	78.3	92.2	87.0	90.5	89.5	133
Union County	87.0	93.0	90.8	91.8	90.7	91.8	92.3	94.5	732
Monroe City	87.0	94.0	86.1	89.7	86.1	86.9	88.4	86.4	176

TABLE 14, continued

SOUTHWEST REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	Number Tested 1987
Anson County	91.3	92.1	379
Cabarrus County	97.1	95.2	954
Concord City	merged with Cabarrus County		
Kannapolis City	97.5	95.3	337
Cleveland County	94.6	91.9	604
Kings Mountain City	94.1	94.9	214
Shelby City	93.3	95.0	281
Gaston County	94.3	94.8	2423
Lincoln County	93.1	91.2	735
Mecklenburg County	94.2	93.1	5097
Rowan County	95.3	95.1	1008
Salisbury City	93.3	94.1	185
Stanly County	94.5	93.9	554
Albemarle City	92.7	91.9	161
Union County	97.0	95.4	843
Monroe City	96.0	93.5	199

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	Number Tested 1987
Anson County	91.3	92.9	379
Cabarrus County	94.9	92.2	957
Concord City	merged with Cabarrus County		
Kannapolis City	96.1	89.5	344
Cleveland County	90.9	88.7	603
Kings Mountain City	94.9	95.3	211
Shelby City	92.5	92.5	280
Gaston County	93.1	89.5	2404
Lincoln County	91.9	86.8	735
Mecklenburg County	93.9	90.0	5064
Rowan County	91.3	89.9	1008
Salisbury City	92.0	85.9	184
Stanly County	94.7	92.4	553
Albemarle City	86.1	88.2	161
Union County	94.9	92.7	840
Monroe City	90.4	87.4	199

TABLE 14, continued

NORTHWEST REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alexander County	94.0	98.0	92.5	93.9	96.8	95.5	95.6	93.7	303
Alleghany County	93.0	94.0	94.3	92.1	87.2	91.1	96.9	93.5	123
Ashe County	91.0	91.0	89.2	91.6	95.7	93.9	95.0	95.6	252
Avery County	90.0	93.0	91.4	92.0	90.6	91.3	92.2	92.7	192
Burke County	93.0	93.0	95.3	95.2	96.6	96.4	96.8	96.4	921
Caldwell County	92.0	95.0	94.4	92.5	96.4	94.3	96.4	96.8	710
Catawba County	95.0	96.0	95.2	95.7	95.5	96.0	96.4	96.0	917
Hickory City	92.0	94.0	94.4	95.9	94.4	91.3	94.5	97.2	289
Newton City	92.0	97.0	98.9	94.9	96.2	95.2	96.5	95.6	182
Davie County	94.0	95.0	95.0	94.2	96.1	96.1	96.5	96.8	342
Iredell County	94.0	95.0	94.1	94.8	94.6	94.3	94.4	95.2	647
Mooresville City	94.0	95.0	94.1	87.9	95.6	92.8	93.2	95.9	146
Statesville City	97.0	91.0	92.8	89.7	88.0	95.4	91.5	93.1	231
Surry County	91.0	94.0	95.5	94.6	92.9	94.7	94.7	95.3	549
Elkin City	96.0	98.0	98.8	98.7	95.8	97.4	98.8	100.0	66
Mount Airy City	93.0	93.0	93.6	95.5	93.1	92.4	96.1	95.2	126
Watauga County	94.0	96.0	97.3	99.3	96.9	98.5	98.3	97.6	332
Wilkes County	94.0	94.0	95.0	95.3	92.6	93.7	96.1	93.8	634
Yadkin County	93.0	94.0	95.0	93.6	95.2	92.9	98.2	97.1	314

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Alexander County	91.0	96.0	90.7	92.4	93.6	95.5	93.8	90.8	303
Alleghany County	94.0	92.0	94.3	88.1	82.0	83.7	93.1	84.6	123
Ashe County	87.0	93.0	90.7	91.3	94.3	95.0	95.4	96.8	252
Avery County	82.0	84.0	86.9	88.9	89.0	91.3	91.8	86.5	193
Burke County	88.0	90.0	92.6	93.6	94.6	94.2	95.3	92.7	922
Caldwell County	89.0	91.0	90.0	89.1	92.6	91.7	96.0	93.7	711
Catawba County	93.0	95.0	93.9	93.8	92.9	93.6	95.2	93.4	920
Hickory City	91.0	93.0	92.5	93.0	90.9	88.7	93.8	95.5	289
Newton City	89.0	94.0	94.3	93.1	94.6	95.7	94.9	93.9	181
Davie County	92.0	89.0	92.2	92.1	92.4	92.4	96.2	94.1	341
Iredell County	90.0	91.0	89.6	89.2	89.7	90.5	91.0	91.3	647
Mooresville City	92.0	92.0	91.8	84.1	94.4	90.6	92.1	90.4	146
Statesville City	92.0	86.0	91.6	88.2	88.7	91.2	89.3	86.6	231
Surry County	86.0	92.0	91.5	91.4	87.9	92.1	94.9	92.7	548
Elkin City	96.0	96.0	95.3	93.5	90.3	89.6	94.0	98.5	66
Mount Airy City	88.0	89.0	87.2	93.5	89.4	86.1	95.3	91.2	125
Watauga County	92.0	93.0	96.7	98.0	96.6	96.4	97.6	93.7	332
Wilkes County	88.0	91.0	92.5	91.2	89.1	89.6	93.6	86.9	633
Yadkin County	87.0	90.0	90.1	91.0	92.9	89.4	96.4	93.6	314

TABLE 14, continued

NORTHWEST REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING 1986	1987	Number Tested 1987
Alexander County	97.0	94.6	355
Alleghany County	89.4	79.0	62
Ashe County	94.0	97.1	311
Avery County	94.0	92.8	236
Burke County	93.9	94.2	937
Caldwell County	95.5	96.7	792
Catawba County	96.1	95.9	1020
Hickory City	96.4	94.9	355
Newton City	93.8	96.4	220
Davie County	96.5	96.2	339
Iredell County	93.8	94.1	808
Mooresville City	90.8	96.4	168
Statesville City	92.6	91.8	267
Surry County	92.2	95.3	592
Elkin City	98.9	99.0	102
Mount Airy City	94.4	98.3	117
Watauga County	95.9	92.1	342
Wilkes County	93.8	92.2	855
Yadkin County	93.5	94.7	380

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS 1986	1987	Number Tested 1987
Alexander County	94.5	93.5	353
Alleghany County	89.4	79.0	62
Ashe County	95.0	96.1	309
Avery County	91.8	85.8	233
Burke County	92.7	92.5	942
Caldwell County	94.1	93.9	786
Catawba County	95.0	93.8	1025
Hickory City	93.1	92.7	358
Newton City	93.3	94.5	220
Davie County	96.5	93.8	339
Iredell County	89.5	87.8	810
Mooresville City	87.7	92.2	167
Statesville City	89.1	83.4	265
Surry County	91.5	90.4	591
Elkin City	97.8	91.2	102
Mount Airy City	93.7	96.6	119
Watauga County	93.3	89.2	343
Wilkes County	90.5	85.8	852
Yadkin County	91.5	92.7	381

TABLE 14, continued

WESTERN REGION

PERCENTAGE OF FIRST-TIME JUNIORS PASSING READING

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Buncombe County	95.0	96.0	97.1	96.3	96.4	96.4	97.1	97.2	1385
Asheville City	90.0	93.0	91.5	91.4	94.9	91.8	94.9	90.8	346
Cherokee County	95.0	94.0	92.4	94.3	90.3	92.4	96.6	91.9	258
Clay County	87.0	92.0	91.3	93.8	93.3	86.3	95.4	93.2	73
Graham County	92.0	93.0	99.0	92.4	92.4	86.0	96.3	97.2	71
Haywood County	92.0	96.0	96.3	96.2	96.3	94.3	94.6	92.6	566
Henderson County	97.0	95.0	96.8	94.6	96.9	95.0	97.7	95.8	595
Hendersonville City	95.0	94.0	94.4	91.3	91.5	97.5	95.8	93.2	44
Jackson County	96.0	96.0	94.8	96.3	95.4	97.0	99.2	96.7	303
Macon County	95.0	97.0	95.3	96.7	96.1	95.6	96.5	98.6	219
Madison County	95.0	93.0	96.6	92.7	95.3	90.3	92.7	90.2	184
McDowell County	92.0	95.0	92.9	92.5	93.2	94.7	96.6	95.4	453
Mitchell County	94.0	91.0	97.7	95.0	94.4	91.4	94.8	92.0	187
Polk County	96.0	93.0	91.7	92.7	85.8	95.3	95.8	92.9	84
Tryon City	90.0	100.0	93.8	95.6	98.1	93.8	98.1	98.2	57
Rutherford County	89.0	92.0	92.3	90.3	90.4	88.5	92.1	95.0	674
Swain County	90.0	94.0	97.6	92.6	90.2	89.3	92.1	90.2	102
Transylvania County	95.0	92.0	92.5	94.3	93.4	92.9	96.9	94.0	299
Yancey County	88.0	90.0	89.8	92.5	89.3	91.4	89.9	88.9	189

PERCENTAGE OF FIRST-TIME JUNIORS PASSING MATHEMATICS

SCHOOL SYSTEM	1978	1979	1980	1981	1982	1983	1984	1985	Number Tested 1985
Buncombe County	91.0	92.0	93.7	93.2	93.4	93.6	95.9	92.5	1380
Asheville City	82.0	87.0	83.0	83.4	90.1	87.8	89.8	86.9	344
Cherokee County	93.0	90.0	88.4	93.9	90.6	88.9	95.8	87.6	259
Clay County	84.0	89.0	88.0	95.0	94.7	91.8	94.3	89.0	73
Graham County	87.0	95.0	98.0	87.4	86.5	84.3	98.2	95.8	71
Haywood County	89.0	94.0	95.4	93.6	95.8	93.3	94.6	89.9	565
Henderson County	93.0	93.0	92.9	92.2	91.1	91.5	97.2	92.6	596
Hendersonville City	94.0	89.0	93.2	90.5	85.0	95.9	94.9	84.1	44
Jackson County	93.0	92.0	92.1	90.3	92.5	92.8	97.9	92.7	303
Macon County	87.0	96.0	97.3	93.4	94.9	93.5	96.5	91.2	217
Madison County	91.0	90.0	92.7	89.7	90.1	87.5	91.3	88.0	184
McDowell County	85.0	90.0	81.8	87.5	84.8	87.3	92.1	89.0	453
Mitchell County	85.0	86.0	93.1	91.6	86.5	86.7	91.2	87.2	187
Polk County	93.0	94.0	86.8	89.1	81.7	91.6	95.8	90.5	84
Tryon City	88.0	98.0	91.7	91.1	98.1	93.8	98.1	100.0	57
Rutherford County	85.0	87.0	85.5	89.0	88.6	85.9	90.9	91.1	674
Swain County	89.0	85.0	94.3	88.0	91.1	84.7	95.0	91.2	102
Transylvania County	93.0	91.0	91.3	91.5	93.0	91.6	94.3	94.0	301
Yancey County	86.0	89.0	88.8	93.5	88.2	89.4	92.5	85.7	189

TABLE 14, continued

WESTERN REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING READING

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Buncombe County	97.0	95.0	1832
Asheville City	95.6	93.6	326
Cherokee County	94.2	93.5	291
Clay County	89.5	95.9	73
Graham County	93.6	92.2	102
Haywood County	92.5	94.6	670
Henderson County	97.2	95.5	665
Hendersonville City	95.1	97.2	142
Jackson County	93.4	95.8	308
Macon County	95.6	97.7	263
Madison County	87.0	90.3	206
McDowell County	93.9	94.0	502
Mitchell County	93.2	92.1	202
Polk County	96.6	95.6	90
Tryon City	96.6	93.7	48
Rutherford County	93.2	94.0	736
Swain County	94.7	94.4	144
Transylvania County	96.8	94.9	314
Yancey County	93.9	92.4	198

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING MATHEMATICS

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Buncombe County	94.7	89.3	1823
Asheville City	92.1	84.6	331
Cherokee County	92.2	91.0	290
Clay County	87.4	87.7	73
Graham County	87.2	94.2	103
Haywood County	92.3	90.7	665
Henderson County	94.9	90.8	666
Hendersonville City	97.1	95.8	144
Jackson County	91.0	94.1	307
Macon County	95.6	96.2	263
Madison County	86.4	91.3	206
McDowell County	91.1	86.4	501
Mitchell County	91.1	85.7	203
Polk County	98.9	80.0	90
Tryon City	96.6	89.8	49
Rutherford County	92.0	89.3	737
Swain County	93.8	90.3	144
Transylvania County	97.1	93.6	313
Yancey County	93.3	83.2	196

Writing Objective and Writing Essay Test Results for Educational Regions and Public School Systems

Table 15 presents the passing rates for sophomores taking the writing tests for the first time in the 1986 and 1987 administrations by educational region. All eight educational regions had higher passing rates on both writing tests in 1987 than in 1986. Unlike passing rates on the reading and mathematics tests, the range in passing rates between regions increased from 3.9 to 4.4 percentage points on the writing objective test and from 3.5 to 6.8 percentage points on the writing essay test from 1986 to 1987. Average performance by sophomores on the objectives are presented in Table 16.

The 1986 and 1987 writing objective and essay test summary results for public school systems are presented in Table 17. School systems are arranged by educational region. On the writing objective test, 105 school systems had higher passing rates in 1987 than in 1986, and 27 school systems had passing rates at least 5 percentage points higher than in the previous administration. On the essay test, 111 school systems had higher passing rates in 1987 than in 1986, and 49 school systems had passing rates at least 5 percentage points higher than in 1986.

TABLE 15

THE NC COMPETENCY TESTS
WRITING OBJECTIVE AND ESSAY TESTS: 1986-1987
RESULTS FOR EDUCATIONAL REGIONS

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING OBJECTIVE TEST

REGION	1986	1987
Northeast	85.4	89.0
Southeast	87.3	90.1
Central	87.5	88.6
South Central	84.4	85.9
North Central	88.3	90.3
Southwest	86.6	88.3
Northwest	87.1	88.9
Western	87.3	88.1

PERCENTAGE OF FIRST-TIME STUDENTS PASSING WRITING ESSAY TEST

REGION	1986	1987
Northeast	86.6	88.1
Southeast	87.2	93.6
Central	87.8	89.3
South Central	85.6	86.8
North Central	89.1	92.6
Southwest	88.9	92.1
Northwest	88.5	93.0
Western	87.0	90.6

TABLE 16

SUMMARY OF WRITING OBJECTIVE AND ESSAY
COMPETENCY TEST RESULTS FOR SOPHOMORES
TAKING THE TESTS FOR THE FIRST TIME IN 1987
RESULTS FOR EDUCATIONAL REGIONS

North Carolina Competency Test Program

STATE REPORT
REGULAR PUBLIC
FEB 1987

WRITING EDITION D	NUMBER TESTED OBJECTIVE	NUMBER TESTED ESSAY	WRITING OBJECTIVE TEST: TAKING A MESSAGE	CAPITALIZATION	PUNCTUATION	SENTENCE STRUCTURE	WORD USAGE	FORMS	PERCENT PASSING: WRITING OBJECTIVE TEST	WRITING ESSAY TEST
1 NORTHEAST	4314	4280	93	97	84	87	85	83	89.0	88.1
2 SOUTHEAST	8673	8597	93	96	84	87	87	85	90.1	93.6
3 CENTRAL	11856	11690	93	96	85	87	87	83	88.6	89.3
4 SOUTH CENTRAL	10040	9963	93	95	82	85	84	83	85.9	86.8
5 NORTH CENTRAL	14543	14486	94	97	85	88	87	85	90.3	92.6
6 SOUTHWEST	13720	13567	95	96	84	86	86	83	88.3	92.1
7 NORTHWEST	8234	8108	94	96	84	86	87	84	88.9	93.0
8 WESTERN	6954	6879	94	96	83	86	87	83	88.1	90.6

TABLE 17

NORTHEAST REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Beaufort County	81.8	91.3	356
Washington City	85.3	88.2	287
Bertie County	75.4	86.6	306
Camden County	92.6	97.6	84
Chowan County	88.8	87.1	178
Currituck County	90.6	95.9	147
Dare County	94.4	96.2	159
Gates County	91.5	92.2	129
Hertford County	86.9	84.6	293
Hyde County	84.7	88.0	83
Martin County	86.5	91.1	382
Pasquotank County	86.3	87.4	381
Perquimans County	86.4	89.1	129
Pitt County	85.7	87.5	1134
Greenville City	82.7	merged with Pitt County	
Tyrrell County	97.9	96.7	61
Washington County	78.2	87.8	205

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Beaufort County	83.0	89.2	352
Washington City	84.4	84.8	283
Bertie County	90.6	85.7	301
Camden County	92.6	94.0	84
Chowan County	87.0	93.8	178
Currituck County	92.5	89.8	147
Dare County	81.8	95.6	159
Gates County	88.7	87.5	128
Hertford County	80.9	86.1	295
Hyde County	74.1	86.7	83
Martin County	88.0	86.7	377
Pasquotank County	84.8	89.8	373
Perquimans County	84.1	82.9	129
Pitt County	88.7	89.7	1125
Greenville City	90.4	merged with Pitt County	
Tyrrell County	93.8	86.9	61
Washington County	85.0	77.6	205

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TABLE 17, continued

SOUTHEAST REGION

SCHOOL SYSTEM	1986	1987	Number Tested 1987
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST			
Brunswick County	81.8	88.4	577
Carteret County	90.1	93.8	470
Craven County	90.8	89.9	900
Duplin County	86.3	83.8	637
Greene County	88.1	92.3	168
Jones County	90.5	88.1	126
Lenoir County	88.1	89.5	455
Kinston City	89.1	92.5	334
New Hanover County	89.1	91.8	1485
Onslow County	90.7	93.3	1062
Pamlico County	81.5	84.5	142
Pender County	81.9	88.1	353
Sampson County	79.5	89.3	421
Clinton City	79.0	88.3	180
Wayne County	88.2	89.6	1052
Goldsboro City	84.0	88.4	311

SCHOOL SYSTEM	1986	1987	Number Tested 1987
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST			
Brunswick County	93.3	94.5	567
Carteret County	92.9	96.1	467
Craven County	90.7	94.2	897
Duplin County	83.3	88.6	621
Greene County	83.9	93.4	166
Jones County	88.3	90.5	126
Lenoir County	82.0	85.9	455
Kinston City	90.9	95.5	334
New Hanover County	87.6	96.2	1469
Onslow County	89.1	94.7	1061
Pamlico County	86.3	92.3	142
Pender County	79.5	93.7	351
Sampson County	79.1	92.1	419
Clinton City	80.0	93.9	180
Wayne County	87.1	92.9	1031
Goldsboro City	88.0	95.5	311

TABLE 17, continued

CENTRAL REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST 1986	1987	Number Tested 1987
Durham County	94.1	93.1	1266
Durham City	79.7	81.8	450
Edgecombe County	81.7	82.3	356
Tarboro City	93.7	87.0	231
Franklin County	84.0	92.7	248
Franklinton City	80.7	79.0	81
Granville County	83.0	84.5	515
Halifax County	77.8	78.0	405
Roanoke Rapids City	94.4	94.2	208
Weldon City	68.3	85.4	89
Johnston County	90.0	90.9	1086
Nash County	83.1	90.5	808
Rocky Mount City	82.8	85.8	429
Northampton County	78.1	78.7	305
Vance County	79.1	85.0	546
Wake County	91.7	91.4	3811
Warren County	85.8	86.3	205
Wilson County	83.6	85.4	817

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST 1986	1987	Number Tested 1987
Durham County	89.4	92.8	1265
Durham City	81.0	84.0	426
Edgecombe County	85.9	86.8	333
Tarboro City	91.8	93.0	230
Franklin County	86.9	94.0	248
Franklinton City	69.3	81.5	81
Granville County	90.1	87.8	469
Halifax County	80.4	78.2	394
Roanoke Rapids City	87.2	90.9	208
Weldon City	76.8	85.4	89
Johnston County	94.8	95.8	1065
Nash County	82.1	86.8	801
Rocky Mount City	90.1	84.4	423
Northampton County	85.7	80.4	306
Vance County	77.9	81.9	546
Wake County	89.7	91.2	3788
Warren County	88.1	87.3	205
Wilson County	87.8	89.2	813

TABLE 17, continued

SOUTH CENTRAL REGION

SCHOOL SYSTEM	1986	1987	Number Tested 1987
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST			
Bladen County	80.6	83.4	409
Columbus County	80.5	84.4	558
Whiteville City	90.6	96.1	203
Cumberland County	87.9	88.7	3362
Harnett County	86.3	86.9	857
Hoke County	83.7	82.1	347
Lee County	90.9	90.0	540
Montgomery County	78.4	86.2	312
Moore County	88.4	88.6	633
Richmond County	84.0	84.8	594
Robeson County	70.3	74.6	956
Fairmont City	78.6	83.8	154
Lumberton City	86.6	86.2	312
Red Springs City	85.3	79.7	138
Saint Pauls City	78.6	76.3	114
Scotland County	82.6	86.2	551
PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST			
Bladen County	81.7	86.8	409
Columbus County	86.5	84.4	556
Whiteville City	92.3	93.6	203
Cumberland County	89.3	88.1	3333
Harnett County	84.4	86.1	840
Hoke County	85.7	80.7	347
Lee County	84.3	91.6	534
Montgomery County	90.5	88.1	312
Moore County	86.8	90.6	631
Richmond County	84.0	81.5	594
Robeson County	71.9	82.4	956
Fairmont City	86.2	96.1	154
Lumberton City	84.1	90.2	306
Red Springs City	86.8	79.4	136
Saint Pauls City	89.3	85.1	114
Scotland County	88.0	84.8	538

TABLE 17, continued

NORTH CENTRAL REGION

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Alamance County	86.8	89.9	833
Burlington City	95.4	93.2	558
Caswell County	82.0	88.7	275
Chatham County	88.3	91.7	434
Davidson County	88.7	91.3	1245
Lexington City	82.4	88.5	200
Thomasville City	80.4	81.9	182
Forsyth County	87.9	90.1	2896
Guilford County	90.3	91.4	1954
Greensboro City	89.0	90.7	1521
High Point City	85.6	86.2	480
Orange County	85.2	88.1	394
Chapel Hill City	93.2	95.0	400
Person County	88.1	91.6	428
Randolph County	89.5	91.4	852
Asheboro City	94.9	92.2	244
Rockingham County	86.6	92.9	269
Eden City	86.3	86.8	304
Western Rockingham	87.2	86.2	304
Reidsville City	79.6	79.8	253
Stokes County	85.5	89.9	517

PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST

SCHOOL SYSTEM	1986	1987	Number Tested 1987
Alamance County	88.1	92.7	823
Burlington City	93.0	96.1	557
Caswell County	80.8	86.2	275
Chatham County	89.5	94.6	441
Davidson County	87.4	90.5	1237
Lexington City	86.8	87.6	202
Thomasville City	91.9	92.1	178
Forsyth County	90.6	94.0	2890
Guilford County	91.3	91.1	1952
Greensboro City	85.7	92.8	1519
High Point City	84.5	85.8	478
Orange County	89.9	94.7	394
Chapel Hill City	91.6	94.9	389
Person County	86.9	96.0	428
Randolph County	93.3	95.8	852
Asheboro City	90.1	91.8	244
Rockingham County	88.6	93.5	262
Eden City	86.9	92.4	304
Western Rockingham	92.1	96.1	304
Reidsville City	88.9	91.2	250
Stokes County	84.5	86.8	507

TABLE 17, continued

SOUTHWEST REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST 1986	1987	Number Tested 1987
Anson County	77.0	84.4	379
Cabarrus County	89.7	89.3	931
Kannapolis City	92.2	86.4	338
Cleveland County	81.2	82.9	592
Kings Mountain City	86.3	91.0	210
Shelby City	86.3	92.1	279
Gaston County	86.0	87.8	2378
Lincoln County	85.9	85.6	701
Mecklenburg County	86.8	88.7	4968
Rowan County	86.3	90.3	1007
Salisbury City	90.7	88.6	184
Stanly County	87.4	87.0	552
Albemarle City	82.7	84.5	161
Union County	90.4	91.9	842
Monroe City	88.5	86.4	198

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST 1986	1987	Number Tested 1987
Anson County	84.9	90.3	373
Cabarrus County	89.9	93.0	930
Kannapolis City	94.0	89.4	331
Cleveland County	87.7	89.1	589
Kings Mountain City	82.9	89.0	210
Shelby City	82.8	90.6	278
Gaston County	87.9	92.8	2350
Lincoln County	84.5	91.4	684
Mecklenburg County	91.2	92.5	4922
Rowan County	86.1	92.1	1001
Salisbury City	88.9	93.2	176
Stanly County	83.5	93.4	543
Albemarle City	95.3	91.2	160
Union County	88.8	93.2	823
Monroe City	88.0	87.8	197

TABLE 17, continued

NORTHWEST REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST 1986	1987	Number Tested 1987
Alexander County	90.6	91.5	353
Alleghany County	80.4	83.9	62
Ashe County	85.3	86.9	312
Avery County	85.4	82.6	236
Burke County	88.3	89.5	940
Caldwell County	90.5	92.1	785
Catawba County	88.5	90.5	1019
Hickory City	91.9	92.1	354
Newton City	90.2	95.0	218
Davie County	88.6	89.3	338
Iredell County	84.7	86.3	810
Mooresville City	77.1	92.9	168
Statesville City	85.7	86.5	266
Surry County	84.8	90.8	586
Elkin City	95.5	92.2	102
Mount Airy City	83.8	92.4	118
Watauga County	89.9	90.1	332
Wilkes County	84.6	83.3	854
Yadkin County	84.0	86.1	381

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST 1986	1987	Number Tested 1987
Alexander County	93.3	90.8	338
Alleghany County	93.0	91.1	56
Ashe County	92.2	97.0	297
Avery County	92.7	95.2	228
Burke County	89.5	92.4	922
Caldwell County	82.9	93.6	783
Catawba County	89.6	91.6	1016
Hickory City	96.1	98.0	348
Newton City	90.2	95.9	218
Davie County	86.0	92.9	336
Iredell County	88.1	92.5	783
Mooresville City	93.4	92.2	167
Statesville City	87.0	88.5	260
Surry County	83.3	95.7	585
Elkin City	92.1	93.1	101
Mount Airy City	85.3	94.9	118
Watauga County	95.3	94.3	332
Wilkes County	87.1	90.1	845
Yadkin County	85.2	94.7	375

TABLE 17, continued

WESTERN REGION

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING OBJECTIVE TEST 1986	1987	Number Tested 1987
Buncombe County	88.8	88.6	1769
Asheville City	86.2	84.2	329
Cherokee County	88.3	84.7	287
Clay County	88.2	86.3	73
Graham County	74.8	85.7	98
Haywood County	86.6	90.4	643
Henderson County	88.6	88.8	649
Hendersonville City	86.0	94.3	141
Jackson County	88.9	90.2	305
Macon County	88.6	90.5	263
Madison County	78.7	81.6	196
McDowell County	89.3	86.9	505
Mitchell County	81.3	82.9	193
Polk County	88.9	77.8	90
Tryon City	91.2	89.1	46
Rutherford County	85.1	86.6	716
Swain County	81.4	91.7	144
Transylvania County	92.5	93.6	314
Yancey County	86.5	90.7	193

SCHOOL SYSTEM	PERCENTAGE OF FIRST-TIME SOPHOMORES PASSING ESSAY TEST 1986	1987	Number Tested 1987
Buncombe County	88.1	88.1	1755
Asheville City	88.7	89.8	324
Cherokee County	86.4	95.1	287
Clay County	78.3	84.5	71
Graham County	82.5	93.9	98
Haywood County	87.0	91.9	642
Henderson County	87.1	93.7	649
Hendersonville City	89.5	99.3	138
Jackson County	87.9	89.7	300
Macon County	89.9	96.1	258
Madison County	80.3	86.7	196
McDowell County	88.7	89.3	484
Mitchell County	90.1	91.2	193
Polk County	91.1	93.2	88
Tryon City	96.5	97.8	46
Rutherford County	84.3	88.0	715
Swain County	76.7	97.8	136
Transylvania County	87.1	90.3	310
Yancey County	85.9	89.9	189